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ABSTRACT

This three-volume set outlines the policies, procedures, and requirements of the Western Association of Schools and Colleges' Accrediting Commission for Community and Junior Colleges. First, the "Handbook of Accreditation and Policy Manual" covers the following topics: (1) eligibility for accreditation and requirements for maintaining accreditation status; (2) standards for accreditation, including mandatory requirements for goals and objectives, educational programs, institutional staff, student services, community services, learning resources, physical resources, financial resources, governance and administration, and district or system relationships; and (3) commission policies on such issues as affirmative action, public access, institutional ethics, review of commission actions, nontraditional study, transfer, and college athletics. The first companion volume, "A Handbook for Evaluators," explains the role of the evaluator and evaluation team chair; the evaluation visit and report; the fifth-year review and validation team; reimbursement to evaluators; and the evaluation of team members. The second companion volume, "A Guide to Institutional Self Study and Reports to the Commission," discusses the comprehensive self-study and details the format and content of several accreditation reports. (AJL)

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HANDBOOK OF ACCREDITATION AND POLICY MANUAL

Accrediting Commission for Community and Junior Colleges
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1987

JC 880 605

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TABLE OF CONTENTS

Page

INTRODUCTION

PART I - ACHIEVING AND MAINTAINING ACCREDITATION

Conditions for Eligibility 1
Application for Review of Eligibility 3
Candidate for Accreditation 4
Procedures Required of Candidate Institutions 5
Reapplication 5
Accredited Status 6
Periodic Review 7
Interim Reports and Visits 7
Review and Appeal 8
Alteration of Evaluation Schedule 8

PART II - STANDARDS FOR ACCREDITATION

Description and Application 9
Use of the Standards in the Self Study 10
Use of the Standards by the Team in the Evaluation Visit 10
Use of the Standards by the Commission in its Review 10
Mandatory Requirements 10
Standard One: Goals and Objectives 12
Standard Two: Educational Programs 14
Standard Three: Institutional Staff 23
Standard Four: Student Services 27
Standard Five: Community Services 31
Standard Six: Learning Resources 34
Standard Seven: Physical Resources 38
Standard Eight: Financial Resources 40
Standard Nine: Governance and Administration 44
Standard Ten: District or System Relationships 49

PART III - COMMISSION POLICIES

Affirmative Action ii
Purposes of Institutional Accreditation 52
Coordination Among WASC Commissions 53
Relationship Between General and Specialized Agencies 54
Public Access Policy 55
Code of Commission Good Practice and Ethical Conduct 56
Commission Procedures in Matters of Institutional Ethics and Integrity 59
Accreditation of Institutions and Systems 60
Institutional Accreditation Liaison Officer 62

Page

Institutional Integrity 63
Special Institutional Reviews and Consideration of Complaints 65
Substantive Change 67
Commission Decisions on Institutions 68
Negative Actions of the Commission 69
Review of Commission Actions 71
Disclosure and Confidentiality of Information 75
General Education Requirements in Specialized Programs and Institutions 76
Accreditation and Nontraditional Study 77
Joint Statement on Transfer and Award of Academic Credit . . . 79
Credit for Prior Experiential Learning in Undergraduate Programs 84
Accreditation and Collective Bargaining 86
Postsecondary Educational Programs Conducted by Accredited or Candidate Institutions on Military Bases 87
Contractual Relationships with Non-Regionally Accredited Organizations 93
Accreditation of United States Institutions Outside the United States 97
Collegiate Athletics 98
Commission Membership and Procedures 99
Evaluation Team Associates 100

PART IV - APPENDIX

A. Accreditation Agencies and Related Organizations 101
Map of Regional Associations of the United States 104

B. WASC Constitution 105
Appeals Procedures 109

C. Glossary of Definitions and Acronyms 112

PART V - INDEX 116

INTRODUCTION TO THE 1987 EDITION

The Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges provides accreditation services for one and two-year postsecondary educational institutions in California, Hawaii, the Federated States of Micronesia, the Commonwealth of the Northern Marianas, the Marshall Islands, the Republic of Palau, Guam, American Samoa and other areas of the Pacific Basin. The Commission evaluates institutions; specialized program accreditation is furnished through other agencies. (See Appendix for more detailed information on accreditation organizations.)

Accreditation is a voluntary, nongovernmental process involving institutional self study and professional peer review. Standards for accreditation represent generally accepted definitions of good practice in education. Policies, procedures and standards have been adopted and published by ACCJC after development by representatives of accredited institutions. Policies, procedures and standards are reviewed by accreditation liaison officers and institutional leaders before adoption by the Commission.

The Handbook is published in a loose-leaf format for ease of use and to permit incorporation of changes. New editions have been published at three year intervals. Recommendations for changes should be submitted to the ACCJC Executive Director or any member of the Commission. Standards are under continuous review by ACCJC institutions and the Commission.

This Handbook has been approved by the Accrediting Commission for Community and Junior Colleges for use by institutions seeking candidacy, initial accreditation, or reaffirmation of accreditation, and by ACCJC teams that visit institutions for evaluation purposes. Others may find it helpful in understanding the purposes and uses of accreditation.

This document is to be used in conjunction with companion volumes. A Guide to Institutional Self Study and Reports to the Commission is a reference book on the comprehensive self study which includes instructions for completion and submission of reports to the Commission. A Handbook for Evaluators assists visiting teams in conducting on-site evaluations and preparing evaluation reports to the Commission.

The Council on Postsecondary Accreditation, a nongovernmental agency, has as its purpose the identification of responsible and reputable accrediting bodies. The Accrediting Commission for Community and Junior Colleges is so recognized by this Council.

The Commission is also listed by the U.S. Secretary of Education as a nationally recognized agency determined to be a reliable authority on the quality of education offered by colleges in its region.

AFFIRMATIVE ACTION

(Adopted October, 1973, Revised January, 1987)

Commission

It is the policy of the Accrediting Commission for Community and Junior Colleges to actively seek representative membership on evaluation teams and on the Commission itself. Each year this policy will be brought to the attention of the Nominating Committee.

Institutions

The Commission expects member institutions to affirmatively seek to build faculty and staff in a manner which contributes to an increase of employment opportunities for underrepresented groups.

It is the responsibility of educational institutions to meet the educational needs of all groups including disadvantaged and minority groups. The Accrediting Commission for Community and Junior Colleges expects member institutions to pursue practices that give access to all individuals and recognize the special needs of disadvantaged and minority persons.

PART I — ACHIEVING AND MAINTAINING ACCREDITATION

CONDITIONS OF ELIGIBILITY

Prior to making a formal application, an institution wishing to become a Candidate for Accreditation should determine whether it meets the conditions of eligibility listed below. The institution must have:

1. A charter and/or formal authority from an appropriate governmental agency to award a certificate, diploma, or degree. Where the appropriate governmental agency has minimum standards or requirements, but at the same time has a secondary or higher level of approval, the Commission will expect institutions to have met the higher standards, if applicable, and secured the secondary level of approval. In California, approval under Education Code 94310(a) or 94310(b) or 94311(d).

2. A governing board which includes representatives reflecting the public interest. If a separate institutional governing board may not be possible or appropriate, e.g., an institution operated by the military services or a corporation--the Commission may approve alternative means by which the interests of the public are represented in the governance of the institution.

3. A chief executive officer whose full-time or major commitment of time is to the institution.

4. A mission and goals statement, formally adopted by the governing board or equivalent body, which demonstrates that the fundamental purpose of the institution is education appropriate to a postsecondary institution and to the needs of society it seeks to serve.

5. One or more postsecondary programs, of at least one academic year (or the equivalent*), with clearly defined and published objectives for each program. Such program(s) shall be appropriate to postsecondary education in level, standards and quality, and have a clear statement of the means for achieving them.

6. A requirement for its degree programs that a substantial portion of the program be in general education** at the postsecondary level. The general education component should include demonstrated

* 30 semester units, 45 quarter units. Institutions not assigning academic unit credit will require interpretation by the Commission.

** Note Standard 2A2 and Policy on General Education in Specialized Programs and Institutions.

competence in writing and computational skills, and an introduction to some of the major areas of knowledge. A coherent and substantive program of general education may be required either as a prerequisite to or as an essential integral element of the programs offered.

7. Learning resources including a staff, physical facilities and a library adequate for the educational programs offered or, in lieu of a library, have made specific long-term arrangements for student access to a library.

8. Evidence of basic planning for the development of the institution which identifies and integrates plans for academic personnel, learning resources, and financial development, as well as procedures for program review and institutional improvement.

9. Admission policies compatible with its stated objectives.

10. Sufficient faculty in terms of number and experience to support the programs offered, including a substantial core of faculty whose primary responsibility is to the institution. In addition, a clear statement of faculty responsibilities must exist.

11. An adequate financial base. The institution shall submit a copy of the current budget and a copy of the current audited financial statement prepared by an independent certified public accountant or government audit agency. The audit must be certified and any qualifications explained. It is recommended that the auditor employ as a guide Audits of Colleges and Universities, published by the American Institute of Certified Public Accountants.

12. Published policies and procedures, in keeping with generally accepted practices for refunding fees and charges to students who withdraw from enrollment and for dealing with student grievances. Tuition refund policies should meet the American Council on Education Guidelines.

13. An accurate and current catalog or other comparable publication available to students and the public, setting forth purposes and objectives, entrance requirements and procedures, rules and regulations, programs and courses, degree completion requirements, costs and other items relative to attending the institution or withdrawing from it.

APPLICATION FOR REVIEW OF ELIGIBILITY

If an institution believes it meets the thirteen conditions, it submits to the Commission office:

1. Two copies of a Report on Eligibility in which factual information on each of the thirteen conditions is provided. Supporting documents should include planning studies, current catalog, proposed or current budget, latest audited financial statement complying with condition 11, charter or articles of incorporation, bylaws of the governing board, identifying information on board members, a roster of full-time and part-time faculty and administrative staff (if not included in the catalog), and proof of state authority to grant certificates or degrees.

2. A review fee (see current fee schedule).

Upon receipt of the above, the Commission staff will arrange an office conference or visit to the institution to discuss the report and to encourage the institution to proceed or to consider other alternatives.

If the institution decides to proceed, the Commission will review the Report on Eligibility and notify the institution whether it meets the eligibility requirements to apply for candidacy status or accreditation. An institution which has met the conditions of eligibility may apply for accreditation following ocnsultation with the Commission staff.

CANDIDATE FOR ACCREDITATION

Candidate for Accreditation status offers institutions the opportunity to establish a publicly recognized relationship with a regional accrediting commission. It is a pre-accreditation status, initially awarded for two years. Candidacy is not accreditation and does not assure eventual accreditation. It indicates that an institution is progressing toward accreditation.

If an institution meets the conditions of eligibility and wishes to be considered for candidacy, it should:

1. Submit an application for candidacy signed by the chief executive officer on a form furnished by the Commission office.

2. Confer with the Commission staff regarding an evaluation time schedule, including a comprehensive self study and team visit.

3. Prepare a self study in accordance with the instructions in A Guide to Institutional Self Study and Reports to the Commission.

4. Pay the evaluation service charge for a candidacy visit (see current fee schedule).

The Commission will review the institutional self study, the evaluation team report and other appropriate documents, and will notify the institution if it is accepted as a Candidate for Accreditation.

Institutions granted candidacy must use the following statement if they wish to describe that status publicly:

> Candidate for Accreditation is a status of preliminary affiliation with the Commission, initially awarded for two years, following a specified procedure for institutional self study and on-site visitation. Candidacy is subject to renewal. Candidacy is not accreditation and does not assure eventual accreditation. It is an indication that the institution is progressing toward accreditation.

An institution which has achieved candidacy status may apply for accreditation following consultation with the Commission staff.

PROCEDURES REQUIRED OF CANDIDATE INSTITUTIONS

Institutions admitted to the status of Candidate for Accreditation are required to:

1. File an annual report and audited financial statement in accordance with guidelines supplied by the Commission.

2. Keep the Commission staff informed of any significant changes or developments.

3. Within two years prepare a comprehensive self study in accordance with A Guide to Institutional Self Study and Reports to the Commission, and have an on-site visit by an evaluation team appointed by the Commission. The major task of these evaluators is to ascertain that the institution is making reasonable progress toward accreditation in the light of the plans it submitted in its application documents and in subsequent reports. The visit constitutes the Commission's review of an institution's candidate status, and the evaluation report is acted on by the full Commission.

REAPPLICATION

Institutions which are not granted candidacy or accreditation may reapply only after they have corrected the deficiencies noted in the Commission review. If an institution does not achieve accreditation within a six-year period, it will be dropped from the list of candidates, and must wait two years before reapplying. If, in the judgment of the Commission, special conditions exist which warrant additional time, the Commission may extend candidacy.

ACCREDITED STATUS

An institution which has met the conditions of eligibility or a candidate institution may apply for accreditation following consultation with the Accrediting Commission staff. The process normally includes:

1. A request from the chief executive officer on a form furnished by the Commission office.

2. A comprehensive self study prepared in accordance with A Guide to Institutional Self Study and Reports to the Commission instructions.

3. An evaluation visit arranged by the Commission. (See current fee schedule)

4. A review of the evaluation reports and other appropriate materials by the Commission.

The Commission may choose to modify these requirements if an institution has completed a satisfactory review in the year prior to the application for initial accreditation.

If the institution is granted accreditation, the following shall appear in all appropriate publications:

> "(Name of Institution) is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges."

PERIODIC REVIEW

The interval for a comprehensive evaluation is five years* following initial accreditation, and ten years thereafter. In the fifth year of the ten year cycle, the institution is required to complete a comprehensive evaluation report if any of the following conditions pertain:

1. A progress report and/or visit was required by the Commission after the previous comprehensive review, and the Commission determined, as a result of this process that a comprehensive evaluation should be scheduled.

2. A change in its chief executive officer is anticipated during the self study and team visit period.

3. The institution has experienced a substantive change as defined in Commission policy (p. 67) and the Commission has determined that a comprehensive review should be scheduled.

4. The Commission has received a substantive complaint about institutional practices and determined that a comprehensive review should be scheduled.

If none of the above conditions pertain, the institution has these options:*

1. A comprehensive self study and evaluation visit.

2. A limited self study (fifth year report) and validation visit.

Institutions are encouraged to do comprehensive self studies in preparation for a full three day visit even though eligible for the fifth year report.

The Commission will in all cases schedule a report and visit at intervals of no more than five years. If an institution undergoes significant change or if its educational effectiveness is seriously questioned, the Commission reserves the right to review that institution's accreditation without regard to any previously indicated time pattern.

INTERIM REPORTS AND VISITS

The Commission may schedule interim reports and/or visits when the regular evaluation process reveals substantive problems which should be addressed promptly.

*Hawaii public community colleges follow a six-year cycle to coordinate with the University of Hawaii planning process. A comprehensive evaluation is conducted each cycle. The options do not apply.

REVIEW AND APPEAL

Institutions whose applications for candidacy, renewal of candidacy, accreditation, or reaffirmation of accreditation are denied or whose candidacy or accreditation is terminated by the Accrediting Commission for Community and Junior Colleges may request a review of the Commission's decision. Such a review must be requested prior to a filing of an appeal by the institution to the Western Association of Schools and Colleges (WASC). The policies and procedures which govern the conduct of the Commission's review are found in the Western Association of Schools and Colleges Constitution (Appendix B).

An institution which, after availing itself of the review procedure of the Commission, still believes itself aggrieved by the Commission's denial or withdrawal of candidacy or accreditation, may appeal such action within thirty days of receipt of notice, thereof, to the President of the Western Association of Schools and Colleges. The WASC President shall arrange a hearing for representatives of the institution before the Association's Hearing Board, established for this purpose, as prescribed in Article VI of the Constitution of the Western Association of Schools and Colleges.

ALTERATION OF EVALUATION SCHEDULE

An institution may petition the Accrediting Commission for alteration of its evaluation schedule. A written request submitted to the Executive Director will be considered by the Commission, if the request is based on:

1. A plan to coordinate evaluation of institutions in a system.
2. Disaster, such as fire, flood or earthquake that impedes the normal conduct of institutional business for an extended period of time.
3. Severe and unusual circumstances that unavoidably disrupt the self study process or scheduled team visit.
4. Substantive changes in the mission or status of the institution.

PART II — STANDARDS FOR ACCREDITATION

Description and Application

The standards of the Accrediting Commission for Community and Junior Colleges represent an approved model of good practice for those institutions which fall within its jurisdiction. They provide a basis for the institutions, the evaluation teams, and the Commission to make judgments on the quality of educational programs and services, and the integrity of institutional practices.

Accredited institutions establish appropriate goals and objectives and define intended outcomes of education. Accredited institutions can demonstrate that they possess the resources necessary to support their programs and services, and that they are organized to effectively pursue their goals. **Accredited institutions can provide evidence that intended outcomes are being achieved. Outcomes of education are the effects that an institution has on students.**

The standards are designed to accommodate the diverse group of post-secondary institutions served by the Commission without compromising the Commission's commitment to evaluating institutional quality and integrity. Unique institutions may find it difficult at times to fulfill some of the standards, which often appear to reflect traditional practice. In such cases demonstrated equivalency of quality or accomplishment of the objective of a given standard is the responsibility of the institution.

Public community colleges are the predominant membership group in ACCJC. The standards have been written to describe good practice in these institutions, most of which offer comprehensive programs and services.

Special purpose institutions and community colleges with limited purposes will find certain standards inapplicable, and should explain this difference in their self study reports.

The sub-heads, or components of the standards, are not in themselves absolute mandates for candidacy or accreditation. Visiting teams and the Commission examine an institution in its totality, and non-compliance or poor compliance with some components of the standards does not of itself preclude Commission approval. It should further be noted that institutional accreditation as practiced by the regional commissions does not accredit specific courses or programs as such, and some aspects of an institution will always be stronger than others. However, extreme weakness of some program or programs may threaten the candidacy or accredited status of an institution.

Use of the Standards in the Self Study

The heart of accreditation lies in periodic self-appraisal by each member institution. Between scheduled visits, the institutions in their annual reports describe significant changes and efforts toward improvement. In preparation for each accreditation review, institutions prepare an extensive self study report using the Commission standards as criteria.

Accreditation standards are a useful guide to good practice as well as a basis for periodic evaluation. The Commission encourages institutions to integrate self study for accreditation with ongoing activities of evaluation and planning, and to routinely assess the extent to which intended student outcomes are achieved.

Use of the Standards by the Team in the Evaluation Visit

After completion of the institutional study, professional colleagues from similar-type institutions join in the voluntary accreditation process by conducting an evaluation visit. The team follows carefully-designed Commission procedures and uses the Commission standards as a model of good practice in developing its evaluation report. In keeping with accreditation emphasis on institutional improvement, the majority of team recommendations fall in the category of recommended (but not mandated) changes and improvements. Occasionally an institution may properly take issue with a team recommendation and respond with its own rationale for existing practice.

Use of the Standards by the Commission in its Review

The Commission uses the standards to achieve consistency and objectivity in making judgments about the accredited status of institutional members and applicants. The Commission also recognizes the need for continuing reassessment of the accreditation standards, and uses member advice to keep the standards up-to-date.

MANDATORY REQUIREMENTS

In addition to an evaluation procedure using Commission standards, all institutions must:

1. Fulfill the "Conditions of Eligibility," pp. 1-2.

2. Comply with Commission directives issued in accordance with the "Code of Commission Good Practice and Ethical Conduct," pp. 56-58, and with Commission requirements resulting from accreditation reviews.

3. Demonstrate integrity in relations with students, the institution's constituencies, the Commission, and the public. See "Commission Procedures in Matters of Institutional Ethics and Integrity," p. 59.

4. Pay the fees and service charges assessed to finance Commission operations.

STANDARD ONE: GOALS AND OBJECTIVES

Most one and two-year postsecondary institutions are committed to one or more of these goals: general, transfer, occupational, or continuing education; education in the basic skills; provision of student services; and special community services appropriate to the area served.

Standard 1A

The institution is guided by general goals and specific objectives which are consistent with the historical and legal mission of the public community college, or for an independent institution, are appropriate to the postsecondary population it serves.

TYPICAL COMPONENTS:

1A.1 Specific objectives implement the institution's long-range goals.

1A.2 Objectives:

a) Have clarity and precision.
b) Are substantiated by supporting data.
c) Are understood and accepted by the college community.
d) Are included in appropriate institutional publications.
e) Specify intended student outcomes.

Standard 1B

The statement of goals and objectives defines the degree of comprehensiveness of the institution and its distinctive nature.

TYPICAL COMPONENTS:

1B.1 The educational needs of the clientele served by the institution receive continual study.

1B.2 The institution's title appropriately depicts its objectives and legal status.

1B.3 Published materials accurately portray institutional functions.

1B.4 Planning and resource allocation relate to institutional goals and objectives.

1B.5 Programs and services are appropriate to the institution's service area, size, facilities, financing, age, instructional methods and procedures, and nature of support.

Standard 1C

The goals and objectives are re-examined periodically with participation by all segments of the institution.

TYPICAL COMPONENTS:

1C.1 Institutional goals and objectives are reviewed by students, staff, and trustees at least once between each five year accreditation report.

1C.2 There is evidence that goals and objectives guide planning and decision-making.

1C.3 A plan for assessing the achievement of each objective and the intended outcomes is available to all segments of the institution.

ILLUSTRATIVE EVALUATION TOPICS AND ACTIVITIES

Each standard, if applicable to the institution, implies appropriate evaluation. The list below is intended to be suggestive rather than exhaustive.

1. Assess the relevance of the institution's goals and objectives to its social, economic, and political environment.
2. Assess the extent of participation in the formulation of institutional goals and objectives, and in specification of intended outcomes.
3. Assess the degree to which there is staff and governing board awareness of and commitment to the institution's goals and objectives.
4. Assess the degree to which institutional planning and resource allocation relate to objectives.
5. Assess educational needs of the clientele of the institution.
6. Compare college enrollment (ethnicity, sex, age) to the population of the service area.
7. Make adjustments for other educational suppliers in the area.
8. Evaluate for changes over time.
9. Compare enrollment to similar colleges.
10. Compare enrollment to local needs (and norms).
11. Identify underrepresented groups.
12. Analyze reasons for underrepresentation--determine whether changes can achieve desired results or would be unproductive.

STANDARD TWO: EDUCATIONAL PROGRAMS

Institutional objectives will determine the extent to which these standards are applicable. Institutions should indicate the applicability of each standard in the self-evaluation reports.

Standard 2A

The educational program is clearly related to the objectives of the institution. This relationship between objectives and program is demonstrated in admission policies, curriculum content and graduation requirements.

TYPICAL COMPONENTS

2A.1 Degree and certificate programs are designed with the appropriate sequence of courses and teaching methodology to achieve institutional objectives. Established curricula and course prerequisites are adhered to in practice.

2A.2 Degree programs include general education, introducing the content and methodology of the major areas of knowledge--the humanities, the fine arts, the natural sciences and the social sciences--and help students to develop the mental skills and social attitudes that will make them effective learners and citizens. (See footnote)

Breadth of offerings is sufficient to allow students the opportunity to fulfill the general education degree requirements of the institution.

2A.3 There are programs which provide opportunities for all students to develop and demonstrate competence in communication and computation skills. Programs and courses are designed to develop specific intellectual and/or affective or creative capabilities and/or specific occupational or professional skills.

2A.4 Lower division programs prepare students for transfer to baccalaureate degree institutions.

Footnote: General education may be taught in different ways. An institution must determine whether its students are better served by curricula or requirements that approach the disciplines through content and methodology, or that approach the disciplines by concentrating on outcomes. The rationale and plan for general education should be cooperatively developed by faculty and administrative staff, and approved by trustees. Expected outcomes should be stated in relation to the institution's purposes.

2A.5 Occupational programs prepare students for a specific field of employment, designed to enable graduates to enter the job market immediately and to progress to successful careers in their chosen field.

2A.6 Provision is made for the curricular needs of special groups of students served by the institutions (e.g., handicapped, limited English speaking, foreign students, etc.).

2A.7 Instructional programs (majors) and courses leading to their fulfillment are published and made available to students.

2A.8 All programs, whether traditional or nontraditional, are developed, approved, and administered through defined institutional channels, and subjected to a system of periodic review and evaluation.

Standard 2B

Educational program evaluation is systematic, comprehensive, and documented, and forms the basis for planning, development, and improvement of programs.

TYPICAL COMPONENTS:

2B.1 An educational master plan which is regularly updated leads to on-going curricular and course planning related to institutional goals. Articulation with high schools and four-year colleges is part of this process.

2B.2 Documented procedures and responsibilities are established for the evaluation of program need, program outcomes, and program quality.

2B.3 Evidence of ongoing student outcome evaluation includes measurement of the success of students in persisting in college and in meeting their educational objectives, obtaining gainful employment, upgrading job skills, and transferring for further study.

2B.4 The quality of each educational program is evaluated, using indicators such as student retention rates, grade distribution, student satisfaction, skills acquisition, and student advancement to further study.

2B.5 Occupational programs are periodically reviewed, evaluated and modified to reflect changing technologies and employment needs in the job market.

2B.6 Responsibility for curricular design and implementation is vested in a designated body or bodies with clearly established channels of communication and control. Faculty have a major role in the design, implementation, and coordination of instructional programs.

2B.7 Human, financial, and physical resource allocations reflect educational program needs and plans.

Standard 2C

The institution has a systematic procedure for articulating its programs with high schools, baccalaureate institutions, and with employers who hire occupational students.

TYPICAL COMPONENTS:

2C.1 The curriculum planning process involves liaison with high schools, particularly in sequence courses.

2C.2 The curriculum planning process involves coordination with baccalaureate institutions, particularly with respect to "major" and general education requirements.

2C.3 The number, performance, satisfaction and adequacy of preparation of transfer students is reviewed.

2C.4 The number, performance, satisfaction and adequacy of preparation of occupational students is reviewed.

2C.5 Where feasible, high schools of origin receive reports on student performance.

2C.6 Relevance of courses to job requirements is ensured by systematic analysis of specific job requirements. Where required, occupational program advisory committees are used.

2C.7 Follow-up studies of occupational students evaluate the level of job placement and performance.

Standard 2D

Through catalogs, bulletins, handbooks, and nonprint media, students and the public are provided with clear, accurate, and helpful information about programs, course offerings, and alternatives available to help them attain their educational goals and meet institutional requirements.

TYPICAL COMPONENTS:

2D.1 Public documents, such as catalogs, bulletins, and handbooks contain precise, accurate, and current statements of policies and procedures, including requirements for admission and graduation, grading policies, educational programs, and current course offerings, including their transferability.

2D.2 Statements in promotional publications and nonprint media, especially regarding excellence of program or success in placement and achievement of graduates, can all be verified.

2D.3 The financial obligations and requirements of students, including accurate information regarding financial aids and tuition/fee refund policies, are clearly stated.

2D.4 Students find publications to be clear and useful.

Standard 2E

Evaluation of student learning or achievement and awarding of credit in courses follow stated criteria.

TYPICAL COMPONENTS:

2E.1 Criteria for evaluating student performance/achievement, i.e. grades, (A, B, C, D, etc.) are published and generally understood by faculty and students.

2E.2 Student performance is evaluated in terms of defined and disseminated course outcomes.

2E.3 Credit awarded is consonant with student learning or achievement and based upon generally accepted norms or equivalencies. (Glossary p. 113)

2E.4 Credit for prior experiential learning is awarded in accordance with Commission policy. (See Commission policy on "Credit for Prior Experiential Learning in Undergraduate Programs.")

Standard 2F

Off-campus educational programs and courses and those offered by telecommunications and other nontraditional modes of instruction are integral parts of the institution. Their goals and objectives must agree with those of the institution. The institution provides appropriate resources and controls to maintain quality.

TYPICAL COMPONENTS:

2F.1 Goals and objectives of off-campus programs and courses and those offered by telecommunications and other nontraditional modes agree with those of the institution. If such programs or courses differ in purpose or procedure from those offered on-campus, the differences are justified and their connection with the institution's mission is clarified.

2F.2 Admission, retention, certificate, and degree requirements for off-campus programs and courses and those offered by

telecommunications and other nontraditional modes are qualitatively consistent with those in effect on-campus. Comparable commitment of student study and preparation and comparable results are required for course credit.

2F.3 Off-campus programs and courses and those offered by telecommunications and other nontraditional modes are approved and administered under established institutional policies and procedures, and are supervised by an administrator who is part of the institutional organization.

2F.4 To assure quality in these programs and courses, on-campus administrators and faculty have appropriate involvement in planning, approval, and ongoing evaluation of off-campus programs and courses and those offered by telecommunications and other nontraditional modes, and in the selection and evaluation of instructors.

2F.5 Qualifications of instructors in off-campus programs and courses and those offered by telecommunications and other nontraditional modes are commensurate with those for on-campus instructors.

2F.6 All conditions governing off-campus programs and courses and those offered by telecommunications and other nontraditional modes are described in appropriate catalogs, brochures, announcements, and other promotional materials, including tuition/fee charges, refund policies, admission and academic requirements. Descriptions of student services and learning resources are published. Exceptions to on-campus conditions are clearly indicated. Publicity to prospective students is factual and consistent with services actually provided.

2F.7 Credit for travel/study is a consequence of educational achievement and performance within program objectives, not for visits and tourist activities. Credit awarded for participation in travel/study courses is based on the same standards required for on-campus courses.

2F.8 Work experience/cooperative education courses are an integral part of program offerings and are adequately supervised and staffed.

2F.9 Individual student records which document credits, certificates and degrees awarded through special programs, are permanently maintained by the institution at the main campus.

Standard 2G

An accredited institution entering into any contractual relationship for credit programs or courses with persons or non-accredited organizations, ensures that educational and fiscal responsibility and control remains

with, and is exercised by, the accredited institution.

TYPICAL COMPONENTS:

2G.1 Contract program supervision and evaluation is by faculty and administrative personnel from the accredited institution.

2G.2 Degrees, certificates, courses offered, and the amount of credit or the competence required for successful completion, are determined in advance of the signing of the contract by the accredited institution. Contract processing is in accordance with established institutional procedures and under the usual mechanism for faculty and administrative review. All degrees, certificates, or course credit are awarded by the accredited institution.

2G.3 Curricular requirements and content are established by the accredited institution in accordance with regular institutional procedures. Educational resources, such as library and instructional materials, follow the same standards as those used for comparable noncontract educational programs.

2G.4 Student services, including permanent records and transcripts are the responsibility of the accredited institution. Student rights and grievance procedures are governed by policies of the accredited institution.

2G.5 Qualifications of instructors are commensurate with those for on-campus instructors.

Standard 2H

Non-credit courses and programs, whether offered on or off-campus, are integral to the educational mission of the institution. The quality of planning, instruction, and evaluation for such programs is the same as for credit programs.

TYPICAL COMPONENTS:

2H.1 A core of full-time staff is significantly involved in planning, operating and evaluating all non-credit programs.

2H.2 Faculty are competent in the fields in which they teach.

2H.3 Conditions governing non-credit courses/programs are described in appropriate catalogs, brochures, announcements, and other promotional materials. (This information includes fees, refund policies, admission procedures, program standards, and requirements to complete the course or program.)

2H.4 Programs are administered under appropriate institutional policies and procedures.

ILLUSTRATIVE EVALUATION TOPICS AND ACTIVITIES

Each standard, if applicable to the institution, implies appropriate evaluation. The list below is suggestive rather than exhaustive.

1. Assess the degree to which institutional objectives and corresponding intended student outcomes are being met, using methods such as student satisfaction surveys, employment surveys, competency measures, and achievement records of transfer students.

2. Analyze the curriculum development and revision process.

3. Check the degree to which innovative teaching practices are encouraged and supported.

4. Evaluate the grading practices of the institution.

5. Conduct studies relating to student retention rates and efforts to improve student retention.

6. Check the degree to which program and course descriptions listed in various publications are valid and accurate.

7. Assess program offerings in the light of community and/or student(s) needs assessment.

8. Evaluate methods of quality control of personnel and educational practices for off-campus offerings, including any contractual relationships.

9. Assess the method and extent of articulation with secondary schools and four-year institutions.

10. Assess the degree to which instructor evaluation is related to improvement of instruction.

11. Evaluate program review and the improvement process by quantitative measures: WSCH (weekly student contact hours) per faculty, cost per ADA/FTE, etc.

12. Evaluate program review and the improvement process by qualitative measures: general trends, peer assessment, etc.

13. Compare objectives of the college to the needs and preferences of the area's population.

14. Analyze present and future local and regional labor markets.

15. Assess expected future needs and preferences; compare programs with current needs and preferences of the local

population by:
--student type: disabled, disadvantaged, etc.
--student objective: transfer, occupational, etc.
--type of programs offered.

16. Examine breadth of offerings in liberal arts and general education.

17. Assess whether liberal arts and general education courses offered by the college are transferable to four-year colleges/universities.

18. Evaluate philosophy of the college and the criteria used for approving new courses and for continuing established general education programs.

19. Analyze extent of program emphasis on improving student analytical ability across the curriculum.

20. Compare students who have taken liberal arts and general education courses to students who have not, insofar as their involvement in cultural, civic and educational activities are concerned.

21. Evaluate progress and performance of students enrolled in vocational education programs (measure change over time through competency tests, persistence and GPA).

22. Assess available equipment and facilities.

23. Identify other occupational educational suppliers in the area and make appropriate adjustments.

24. Identify perceptions of occupational programs by students, staff and area employers.

25. Conduct a follow-up evaluation of students to measure rate of job placements, advancements, productivity, etc. (VEDS)

26. Analyze remedial and basic skills needs of the area population.

27. Compare types of courses offered by the college to the needs of students.

28. Compare retention rates and GPA of students who have completed remedial programs to that of all other students.

29. Analyze student demand for remedial courses by comparing number of courses/sections and weekly student contact hours (WSCH) over time.

30. Assess adequacy of learning resources.

31. Measure progress (intra-term, inter-term, inter-year persistence) of students enrolled in transfer programs.

32. Analyze rate of students transferring to four-year institutions in comparison with other colleges/in comparison with some norm/over time.

33. Analyze success of students transferring to four-year institutions in comparison with other colleges/in comparison with some norm/over time.

STANDARD THREE: INSTITUTIONAL STAFF

Staff includes all employed personnel. The categories of those who are employed by a postsecondary institution vary substantially from one institution to another, but typically include those who teach, those in student services, those in learning resources and other related activities, para-professionals, support personnel, and those appointed to administrative and supervisory positions.

Standard 3A

The staff is qualified by training and experience to achieve and promote the educational objectives of the institution.

TYPICAL COMPONENTS:

3A.1 Criteria for faculty selection, both full-time and part-time, are clearly stated, public, and directly related to institutional and program objectives.

3A.2 Teaching effectiveness is a principal criterion used in the selection and retention of teaching faculty.

3A.3 Criteria for the selection of administrators and the support staff are clearly and publicly stated and are related to the duties and responsibilities of the assignment.

Standard 3B

There is a core of full-time faculty whose primary professional responsibility is to the institution.

TYPICAL COMPONENTS:

3B.1 A clear statement of faculty responsibilities exists.

Standard 3C

The faculty is committed to achieving and sustaining high levels of instruction, and may provide special campus and public services in the community served by the institution.

The faculty's primary professional commitment is to the institution's goals and objectives, which are achieved through effective teaching, scholarly

activities and related public service.

TYPICAL COMPONENTS:

3C.1 Faculty are available to students through the instructional program and academic advising.

3C.2 Faculty are encouraged in scholarly or creative activities in their fields because such activities are important to effective instruction.

Standard 3D

The staff is sufficient in number and diversity of preparation to provide effective instruction and support services, while participating in educational planning, policy-making and curriculum development. An effective staff development program is provided, and staff participates in its design and its activities.

The preparation and experience of the staff are significant factors in determining the quality of an institution and should be such as to further the objectives of the institution. The continuous professional growth of all staff members should be encouraged, and the institution should assist staff members to further their professional development. Effective instructional and support services are related to load. While assigning equitable and reasonable workloads for teaching faculty and other staff, an institution must also provide for supervision of student activities and for participation in other institutional functions, committee assignments, and institutional governance. Periodic appraisal of workload assures that readjustments occur as institutional conditions change. Safeguards provide against internal or external responsibilities which might jeopardize the quality or quantity of work that a faculty member is employed to perform.

TYPICAL COMPONENTS:

3D.1 Personnel assignments reflect institutional objectives and staff qualifications.

3D.2 Criteria for determining workloads are clearly stated.

3D.3 Sufficient staff are employed full-time at the institution to provide instruction, student services, educational planning and curriculum development.

3D.4 The institution provides staff development opportunities. Staff participate in self-initiated programs.

3D.5 Policies exist regarding the obligations and responsibilities of full-time and part-time staff.

3D.6 Staff are appropriately involved in the development and review of institutional policies.

Standard 3E

Institutional policy regarding the safeguarding of academic freedom and responsibility is published and readily available.

A sound educational climate requires a secure framework of academic freedom, which gives the scholar the right, and implies the obligation, to examine all data and to question every assumption. It obliges a teacher to present all information fairly and asserts the student's right to know the facts.

TYPICAL COMPONENTS:

3E.1 Within adopted and recorded institutional principles of academic freedom, faculty members are secure to teach and participate as responsible citizens in scholarly activities. Any policies which may inhibit the exploration or promulgation of ideas contrary to institutional philosophy are made clear to all staff in advance of employment and to students prior to admission.

3E.2 The faculty protects the academic freedom of its members.

Standard 3F

Personnel policies and procedures affecting staff are clear, equitable and available for information and review.

Distinct policies and procedures should be developed for each staff group. Items which are common to all groups should also be part of available published materials. The institution should demonstrate the means by which it responds to principles of equal employment and educational opportunities, as well as to promotional standards and practices.

TYPICAL COMPONENTS:

3F.1 Procedures and criteria for personnel appointment, evaluation, retention, advancement, and due process are explicitly stated. Staff involvement in these processes is clearly defined.

3F.2 Salaries and benefits are adequate to attract and retain qualified personnel.

3F.3 Personnel policies and procedures are clearly stated, equitably administered, and are available for information and review.

3F.4 A policy regarding privacy of information is clearly stated and consistently administered.

3F.5 A policy on nondiscrimination and affirmative action in employment consistent with Accrediting Commission policy is in effect.

3F.6 There are systematic processes for the development and approval of policy.

ILLUSTRATIVE EVALUATION TOPICS AND ACTIVITIES

Each standard, if applicable to the institution, implies appropriate evaluation. The list below is suggestive rather than exhaustive.

1. Assess the extent to which staff qualifications, working conditions, career development and retraining opportunities, compensation practices, and general institutional climate enable staff to work harmoniously to achieve institutional objectives.

2. Assess the compatibility of administrative, teaching, and support staff assignments with training and experience.

3. Compare the provision of staff development opportunities for each segment and the participation by staff.

4. Assess the effectiveness of recruitment, selection, and evaluation procedures.

5. Analyze the adequacy of staffing to achieve institutional objectives.

6. Assess the adequacy of institutional policies governing academic freedom and responsibility, and staff awareness of policies and their limitations because of religious or other institutional goals.

7. Check the extent to which collective bargaining agreements affect the defined roles of the academic senate in academic and professional matters. If there are agreements with faculty units, do these agreements preserve consultative processes for academic senates, as defined by law?

8. Assess the extent to which affirmative action goals are being met.

9. Review the competency of staff.

STANDARD FOUR: STUDENT SERVICES

These services should reflect an institutional concern for students' physical and mental health, developing their interests and talents, facilitating their educational progress, and helping them to relate to others in the campus community. The comprehensiveness of the services will depend on the purposes of the institution, the diversity of its student body, and whether students commute or live in campus residence facilities. The services should be accurately publicized through the catalog and other means.

Standard 4A

The institution has a systematic procedure for determining the needs for student services and for involving staff and students in developing and evaluating those services.

TYPICAL COMPONENTS:

4A.1 Periodic studies and surveys assess student needs and interests.

4A.2 Policies govern the initiation of programs and services.

4A.3 There are measurable objectives established for each student service function.

4A.4 Procedures are established to evaluate the achievement of objectives.

4A.5 Student service and instructional staff cooperate to enhance the effectiveness of student services as a support for instructional programs.

Standard 4B

The institution's programs and services support institutional objectives.

TYPICAL COMPONENTS:

4B.1 An admissions, registration, and records service is designed to fit the purposes of the institution and the clientele served. The privacy of student confidential records is protected in compliance with the law.

4B.2 Policies on acceptance of credits relate to the institution's educational programs.

4B.3 The institution takes care to secure student records, both of

admission and progress. Student records, including transcripts, are private, accurate, complete and permanent. They are protected by fireproof and otherwise safe storage or duplicate files. If an institution closes, provision is made for the security and accessibility of academic records.

4B.4 There is an organized student orientation program.

4B.5 Academic, career, and personal counseling services are appropriate to institutional purposes and the students served.

4B.6 Provision is made for the needs of special groups such as ethnic and religious minorities, physically disabled, international students, older students returning to education, and others requiring unique services.

4B.7 Policies exist on student government, student publications, and the role of students in institutional governance.

4B.8 A student activities program, appropriate to the student body and the residential character of the campus, contributes to cultural and intellectual development, and citizenship.

4B.9 Special services of financial aids, job placement, housing assistance where applicable, and other functions serve institutional purposes and student needs.

4B.10 Policies set forth the philosophy, regulations, and supervision of intercollegiate athletics where such programs are offered (see policy, p. 98).

4B.11 A published student grievance policy is either included in the catalog or a reference is given to its location.

4B.12 Food, bookstore, and housing services are provided where deemed appropriate.

4B.13 There is an articulation program (See 2C).

Standard 4C

Administrators, counselors, and support staff have the qualifications to provide effective service.

TYPICAL COMPONENTS:

4C.1 Staff have appropriate training and experience, and are committed to institutional purposes.

4C.2 Staffing is commensurate with institutional purposes, size, and level of instruction.

4C.3 Staff development opportunities are provided.

Standard 4D

The institution systematically assesses student basic skills and learning achievement.

4D.1 Test instruments are designed to minimize cultural bias.

4D.2 Test instruments are regularly evaluated to insure their validity.

ILLUSTRATIVE EVALUATION TOPICS AND ACTIVITIES

Each standard, if applicable to the institution, implies appropriate evaluation. The list below is suggestive rather than exhaustive.

1. Assess the adequacy of facilities, staffing, and services to support institutional objectives and meet special needs of students.

2. Analyze the use of services by staff, students, and the community.

3. Assess the effectiveness of particular services such as admissions and registration, counseling, financial aids, health services, student records and services to special groups. Use satisfaction surveys whenever possible.

4. Analyze the use and effectiveness of student grievance procedures.

5. Evaluate the adequacy and quality of published information describing student services.

6. Assess the effectiveness of special programs such as student publications, student activities, intercollegiate athletics and student government.

7. Analyze current services offered by the college to the student population by:
   --student admissions: availability and accessibility of information, ease and accuracy of registration, effective maintenance and retrieval of records, etc.
   --student type: disabled, disadvantaged, older students, etc.
   --student objective: transfer, occupational, general education, etc.

8. Assess adequacy of academic career, and personal counseling.

9. Assess financial aid efforts:
   --to obtain all sources of funding and scholarships
   --in the awarding of funds

--in the dissemination of information about programs and services
--in the application process.

10. Evaluate effectiveness of the job placement program by:
--identification of employment opportunities available
--dissemination of employment information
--assistance to students in job search and job retention skills
--services to employers by identifying and referring of qualified applicants
--gathering of information about job performance and satisfaction from students and employers.

11. Examine methods of evaluating and assessing student level.

12. Review counseling and advising procedures.

13. Analyze strategies for providing learning opportunities for students with special needs.

14. Compare the retention of students who have undergone assessment in the college to a prior point-in-time or over a period of time.

STANDARD FIVE: COMMUNITY EDUCATION AND SERVICES

Community Education and Services should respond to local needs by providing avocational classes, classes for the business and professional community, community and cultural events, and community and civic functions.

The major goal of Community Education and Services is to provide the flexibility of offering courses and workshops in a timely manner to those members of the community whose educational goals do not necessarily require college credit.

The standards provide a model for a comprehensive community education and services program. Public community colleges will vary in their program objectives because of differences in the type of area served, and in the services by other community institutions.

Specialized institutions or private colleges which do not include community services among their objectives may omit this section.

Standard 5A

Community education courses are integral parts of the college educational program, intended to serve people whose educational goals do not require college credit. (State supported non-credit classes are included in the educational program section, Standard Two.)

TYPICAL COMPONENTS:

5A.1 Courses are designed to meet life-long educational needs of people of all ages.

5A.2 There is liaison with college departments/divisions and with neighboring institutions to avoid unnecessary duplication and to help assure course quality.

5A.3 Effective techniques are used to publicize classes, enroll participants, select and evaluate instructors, and provide necessary materials and services to instructional locations within the community and on campus.

Standard 5B

Through appropriate budget, staffing, and placement in the organizational structure, community services is recognized as an institutional objective.

TYPICAL COMPONENTS:

5B.1 Necessary administrative leadership and support staff are provided.

5B.2 Effective planning procedures involve college staff and community representatives.

5B.3 Budget allocations from fees, general funds and other sources furnish adequate financing to achieve program objectives.

Standard 5C

Institutional policies and procedures encourage use of college facilities by the public.

TYPICAL COMPONENTS:

5C.1 A designated office coordinates college and community facilities use, arranges for necessary services, and communicates appropriate information to college staff, students, and the general public.

5C.2 Community groups use facilities for purposes of civic and personal improvement.

Standard 5D

Community liaison is developed and maintained through community surveys, public information materials, and other appropriate methods.

TYPICAL COMPONENTS:

5D.1 Community opinion is systematically appraised to aid in program development, publicity and program evaluation.

5D.2 The public is informed through an organized procedure including the use of news media.

5D.3 College publications are of appropriate quality and quantity.

ILLUSTRATIVE EVALUATION TOPICS AND ACTIVITIES

Each standard, if applicable to the institution, implies appropriate evaluation. The list below is suggestive rather than exhaustive.

1. Assess the specific needs of the community for continuing education.

2. Assess the existence of other local suppliers of similar educational services.

3. Analyze the extent of community involvement through measures such as the degree of:
   --growth or decrease in total participation

--growth or decrease in offerings
--race/ethnicity participation
--senior citizen participation.

4. Assess adequacy of offerings through student perceptions of the courses and activities.

5. Analyze effectiveness of programs through measurement of outcomes such as increased:

--political participation
--charitable and civic work
--consumer capability
--general communication skills
--successful employment.

STANDARD SIX: LEARNING RESOURCES

All resources of an educational institution exist to support the educational program and thereby accomplish institutional purposes. Library and learning resources programs express the educational philosophy of the institution they serve and are central to its mission. Learning resources include the library and its collections, other collections of materials that support teaching and learning, instructional technology and support services, distribution and maintenance systems for equipment and materials, instructional information systems, instructional computers and software, telecommunications and other instructional media, and the facilities that house such equipment and services.

Central to success of the teaching-learning enterprise is a learning resources faculty with sound professional preparation and a technically proficient support staff. The learning resources faculty and staff provide services which encourage and stimulate innovation and increased effectiveness in instruction. The institution should provide those learning resources necessary to support the educational program and the intellectual and cultural development of faculty and students. The adequacy of an institution's resources is to be judged in terms of its goals and programs. The effectiveness of an institution's resources is to be judged by how well and how much they are actually used.

Standard 6A

Learning resources, print and non-print library materials, media equipment, facilities and staff are sufficient in quantity, depth, diversity, and currentness to support the institution's educational offerings at appropriate levels.

TYPICAL COMPONENTS:

6A.1 Learning resources are designed to provide support for modes of instruction suited to a variety of student needs and learning styles.

6A.2 Learning resource holdings are sufficient in quantity and quality to meet the needs of the students and the objectives of the institution.

6A.3 Learning resource holdings are balanced in direct relationship to the nature and level of curricular offerings.

6A.4 Learning resources are adequately supported in relation to the total budget and the needs of the institution.

6A.5 Audio-visual materials are current, support the curriculum, and are readily accessible to students.

6A.6 Assistance is provided to faculty in the development of tests,

syllabi, audio-visual programs and other instructional materials.

6A.7 Properly maintained equipment is readily accessible to faculty and students.

6A.8 There is access to online databases.

Standard 6B

There is an organized procedure for the selection and evaluation of learning resource materials.

Materials related to the curriculum are best developed with close co-operation among faculty, students, professional librarians, and other instructional resource personnel. The availability of appropriate materials which support learning in a variety of disciplines, presenting a wide range of factual and interpretative material, is essential.

TYPICAL COMPONENTS:

6B.1 Faculty, staff and students participate in the selection and evaluation of learning resource materials.

6B.2 A written collection development policy is kept current and is widely distributed among the faculty.

6B.3 Obsolete materials are systematically removed.

Standard 6C

Learning resources are readily available and used by staff and students both on and off-campus.

Several patterns of organization, administration, acquisition, storage and distribution of learning resources have demonstrated their effectiveness in institutions with diverse personnel, physical facilities and traditions, and different levels of financial support.

Most important is the extent to which staff and students make use of all kinds of learning resources. An institution needs generous reading, viewing, and study spaces in facilities that are available at periods which are long enough and convenient to the users. This may include evening and weekend hours to accommodate the nontraditional, part-time student.

Where neighboring, available libraries can augment its resources, an institution can rely on these resources, provided it can influence acquisitions to support its programs or can assure continuity, consistency, and effectiveness of service for its students through formal agreements and financial commitments.

TYPICAL COMPONENTS:

6C.1 Collections and facilities are readily available and appropriately used.

6C.2 Instructional methods and course requirements encourage the use of the library and other learning resources where applicable.

6C.3 Library faculty work with other faculty to encourage effective use of the full range of resources of the library by students.

6C.4 Where off-campus programs exist, there is provision for students to have ready access to resource collections or their equivalents as well as the equipment for using these materials.

6C.5 Where reliance is placed on the resources of another institution or organization, the arrangement is clearly delineated in a written agreement.

6C.6 A union catalog of all institutional holdings is available. Non-book resources are included or are listed for ready access in supplementary catalogs.

6C.7 Library use is promoted through a comprehensive bibliographic instruction program developed by learning resource faculty for the benefit of students and faculty. Attention is given to the needs of both traditional and nontraditional students.

6C.8 Hours of service provide convenient access to collections.

6C.9 Library faculty are active participants in teaching and learning and have the opportunity to participate in academic life, curriculum planning and professional development.

Standard 6D

A professional staff with pertinent expertise is available to assist users of learning resources. (See Standard Three)

Effective use of learning resources depends on the efforts of professionally prepared library faculty, learning specialists, and other resource staff. The number and specializations of the staff are affected by many factors, including the number of students and faculty, the extent and variety of services provided, availability of nearby off-campus learning centers, and the size of the total operation. To assist users, competent personnel are needed whenever the facilities are open.

TYPICAL COMPONENTS:

6D.1 Professional staff are sufficient in number and properly qualified in various specialty areas to serve users and to provide technical

support. Opportunities for professional development are available.

Standard 6E

Computing and data communications services are provided sufficient to support the instructional program and consistent with the institution's objectives.

6E.1 The institution provides support service to meet academic needs.

6E.2 Academic and resource planning assess the need for computing services, including a hardware and software replacement strategy which avoids the adverse effects of obsolescence.

ILLUSTRATIVE EVALUATION TOPICS AND ACTIVITIES

Each standard, if applicable to the institution, implies appropriate evaluation. The list below is suggestive rather than exhaustive.

1. Assess the adequacy of facilities, materials, staffing, and services to support institutional objectives (opinion surveys).

2. Assess the extent of use of the library and other learning resources by faculty, students, and community where applicable.

3. Assess the effectiveness of particular services such as bibliographic instruction, computer assisted learning, and audio-visual services.

4. Review faculty and staff participation in selecting and evaluating materials, establishing library policies, and determining the resources needed for off-campus centers.

5. Assess staffing adequacy and competency.

STANDARD SEVEN: PHYSICAL RESOURCES

Special attention may be required to achieve and maintain appropriate quality facilities. Available off-campus resources may extend educational opportunity or provide useful laboratory practice or work experience to students.

Facilities also may be available for community use if this is in accordance with established policies; jointly operated and used space may often be the best way to meet a need. Efficient use of existing resources can be encouraged by space and equipment use studies.

Standard 7A

Physical resources, particularly instructional facilities, both on and off-campus, are designed, maintained, and managed so that the institution can fulfill its goals and objectives.

TYPICAL COMPONENTS:

7A.1 Space allocations are appropriate for the institutional functions served; i.e., instruction, support services, special services, and administration.

7A.2 Buildings and grounds are clean and in good repair; maintenance is conducted in a systematic, planned fashion; and plant operation and maintenance is adequately staffed and supported.

7A.3 There is appropriate concern for safety, security, and energy conservation.

7A.4 Well-planned, adequate, and well-maintained physical facilities are provided for off-campus programs.

7A.5 There is appropriate concern for barrier-free access to both on-campus and off-campus facilities.

Standard 7B

Equipment for educational programs and services is adequate and properly maintained.

Instructional equipment is distributed efficiently, and unnecessary duplication of purchases by various units of the institution is avoided.

TYPICAL COMPONENTS:

7B.1 Equipment is appropriate for the institutional functions served; i.e., instruction, support services, special services, and administration.

7B.2 Equipment is maintained on a regular basis and attention is given to the safety-health-security aspects of equipment operation and maintenance.

7B.3 Periodic replacement of institutional equipment is scheduled, budgeted, and implemented, and adequate inventory and control is maintained.

Standard 7C

Development and use of physical resources is based on comprehensive educational planning.

A systematic, planned approach to the future development of facilities is needed.

TYPICAL COMPONENTS:

7C.1 There is a master plan for campus development, consistent with the objectives of the institution and its educational master plan.

7C.2 There is appropriate involvement of the governing board, staff, and students in planning facilities.

ILLUSTRATIVE EVALUATION TOPICS AND ACTIVITIES

Each standard, if applicable to the institution, implies appropriate evaluation. The list below is suggestive rather than exhaustive.

1. Analyze relationship of the facilities master plan to the educational master plan.

2. Survey staff and students pertaining to the adequacy of facilities, equipment, and maintenance services.

3. Identify problems of handicapped students.

4. Assess provisions for safety, security, and energy conservation.

STANDARD EIGHT: FINANCIAL RESOURCES

A careful analysis of the financial condition of an institution will reveal much about its operational priorities, its effectiveness in serving students, and its prognosis for long-range quality.

Resources must be adequate to maintain the various programs to which an institution has made a commitment. Whether the institution is public or private, stability of income, demonstrated by a consistent history through at least the past three years, is fundamental. An excessive dependence upon a single source of income which lacks the expectation of stability can be detrimental.

The chief executive officer, professional staff and governing board share responsibility for planning, management and stability of financial resources. Budget preparation is the ultimate responsibility of the chief executive and administrative staff, but since the budget is the financial expression of institutional programs and priorities it should be developed through appropriate consultation with departments, divisions and other units. In approving the budget the Governing Board ensures that the acquisition and allocation of resources is consistent with institutional plans and priorities.

Standard 8A

Financial planning is based on educational planning in a process involving broad staff participation.

The institution's plan for financing should reflect sound educational planning and a commitment to its stated objectives. Financial support for programs and services should be adequate to maintain the number and quality of personnel and cover other operational costs.

TYPICAL COMPONENTS:

8A.1 Governing bodies and regulatory agencies have given the institution appropriate autonomy in budget and planning matters within overall mandates and priorities.

8A.2 The policies, guidelines and processes for developing the annual budget are clearly defined and followed.

8A.3 The budget process provides for meaningful participation by the professional staff.

8A.4 Financial planning takes into account long-range projections of

student enrollments, staff compensation and benefits, equipment acquisition and replacement, and facility maintenance.

8A.5 The annual budget, and short-range and long-range financial plans directly reflect educational plans and priorities.

8A.6 Capital budgets reflect educational objectives and relate to plans for physical facilities.

8A.7 Budgeted expenditures are in line with projected financial resources.

Standard 8B

Financial management of the institution exhibits sound budgeting and control, and proper records, reporting and auditing.

Management of financial resources should adhere to appropriate standards for budgeting and accounting.* There should be appropriate safeguards in the expenditure of funds, fiscal reports for administrative decision-making, and sufficient flexibility to meet contingencies.

TYPICAL COMPONENTS:

8B.1 There is clearly defined organization for financial administration with specific assignments of responsibilities.

8B.2 Financial reports are efficient and timely.

8B.3 Periodic financial reports and the annual audit are routinely distributed and reviewed.

8B.4 Any operating deficit (expenditures exceeding revenues in a budget year) is explained and a plan developed to rectify the deficit.

8B.5 The institution and any subsidiary entities or auxiliaries have policies and programs on risk management which address loss by fire, theft, and liability for personal injury and property damage.

8B.6 The institution's financial records and internal control processes are subjected to an annual audit by an independent certified public accountant. Proprietary institutions should provide, in addition, profit or loss schedules, distribution of proceeds, copies of

*Such as: Audits of Colleges and Universities, American Institute of Certified Public Accountants (AICPA)
College and University Business Administration, (1982), National Association of College and University Business Officers (NACUBO)
Budget and Accounting Manual, Board of Governors, California Community Colleges

corporate income tax returns (both state and federal), and a list of officers and board members who have a significant equity relationship.

8B.7 Programs designed to develop financial support from outside sources are closely coordinated with academic planning and reflect the educational objectives of the institution. All fund-raising activities are governed by institutional policy, comply with sound ethical accounting and financial principles, and are subject to public disclosure and annual independent audits.

8B.8 Auxiliary organizations, such as foundations, established using the name and/or reputation of the institution, support institutional goals, conform with institutional principles of operation, are carefully supervised by the institution, and are regularly reviewed by public or independent auditors.

Standard 8C

Financial resources are sufficient to support institutional objectives, maintain the quality of its programs and services, and serve the number of students enrolled.

Financial stability is a fundamental aspect of the integrity of an institution. The institution must ensure that programs offered can be supported by the necessary fiscal resources.

TYPICAL COMPONENTS:

8C.1 Current and anticipated income is adequate to maintain quality programs and services.

8C.2 Plans exist for the payment of long-term liabilities (such as benefit plans for retirees).

8C.3 Future maintenance costs are projected, and plans made to fund them.

8C.4 Long term plans avoid the use of one-time funding sources to cover ongoing costs.

8C.5 There is an operationally sound plan to retire institutional indebtedness.

8C.6 Reserves are adequate to provide for sound fiscal management.

ILLUSTRATIVE EVALUATION TOPICS AND ACTIVITIES

Each standard, if applicable to the institution, implies appropriate evaluation. The list below is suggestive rather than exhaustive.

1. Assess adequacy of financial resources to support institutional objectives.

2. Assess effectiveness of budget development and control procedures.

3. Check the extent to which funding allocations reflect educational planning.

4. Review effectiveness of business office services.

5. Assess extent to which salary and benefit obligations can be supported with future revenues.

6. Conduct income and expenditure trend studies.

7. Assess staff knowledge and understanding of institutional finances.

STANDARD NINE: GOVERNANCE AND ADMINISTRATION

In the American system of higher education, the governing board is the legal entity charged with determining basic policies. In fulfilling this responsibility, it reflects the public interest, protects the institution from undesirable interference, and interprets the institution to its constituency.

The board defines its duties and responsibilities in an official policy statement, which should include a differentiation between the policy-making function of the board and the executive responsibilities of those who carry out those policies.

The chief executive officer provides staff leadership in developing policy proposals for board action, is responsible to the board for the execution of policy, and keeps the board informed on matters affecting the institution.

Other agencies and organizations participate in the governance of both public and private educational institutions; the state and federal governments through legislation, regulations, and funding procedures; staff organizations through senates, associations, and bargaining units; students through student government organizations. The board, with the aid of the administration, coordinates all of these diverse interests to set the direction of the institution.

Standard 9A

The board establishes broad policies to guide the institution, selects a chief executive officer, approves educational programs and services, secures adequate financial resources and ensures fiscal integrity. The board exercises responsibility for the quality of the institution through an organized system of institutional planning and evaluation. The board is entrusted with the institution's assets, and charged to uphold its educational mission and program, to ensure compliance with laws and regulations and to provide stability and continuity to the institution.

TYPICAL COMPONENTS:

9A.1 The board reviews and approves educational programs and facility master plans.

9A.2 The board establishes and ensures compliance with basic

* Institutions in multi-unit districts or systems should also respond to Standard Ten.

institutional policies and approves substantive changes in institutional purposes and policies.

9A.3 The board is responsible for the financial soundness of the institution and approving financial plans and the annual budget, and reviewing periodic audits.

9A.4 The board ensures that programs, degrees and certificates are of sound quality and are provided within the institution's resources.

9A.5 The board selects the institution's chief executive officer.

9A.6 The board approves an academic and administrative structure which carries out institutional purposes, approves basic personnel policies, and provides for the professional growth of board and staff.

9A.7 The board represents the public interest in its trustee role and protects the institution, its administration, and the academic freedom of its faculty from external and internal pressures. Whether the institution is public or private, the board should include public interest representation.

9A.8 The board provides for organized participation in governance by staff and students and continuous, open, and frank communication between and among all of the institutional constituencies.

9A.9 Board policies preclude individual participation of board members and staff in actions involving possible conflict of interest. Particular care should be taken to assure that the primary commitment is to educational excellence, and that conflicts with this commitment are avoided.

Standard 9B

A primary function of administration is to provide leadership that makes possible an effective teaching and learning environment for achievement of the institution's stated purposes.

Good administration fosters continuous frank communication among the governing board, administrators, faculty, support staff, and students. It keeps the purposes and functions of the institution in focus among its constituencies and effectively uses available resources to accomplish them.

The administration strives to create working conditions and learning opportunities which permit and encourage faculty and students to concentrate on education.

The administration interprets the institution to supporting constituencies and carefully considers their concerns.

TYPICAL COMPONENTS:

9B.1 Administrative organization and staff reflect the institution's objectives, size, and complexity, and provide effective management. Administrative organization, roles and responsibilities are defined clearly and the chief executive officer's major time commitment is to the institution.

9B.2 Administrators are qualified by education and experience to provide leadership and good management, and have access to a professional development program.

9B.3 Allocation of resources is based upon program plans that directly relate to institutional objectives. In evidence are efficient management of resources, appropriate priorities controlling budget and expenditures, proper implementation of statutes, regulations, and board policies, and a decision-making system based on institutional research.

9B.4 The administration values human resources and thoughtfully recruits, evaluates and provides professional development for staff.

Standard 9C

The role of faculty in institutional governance is clearly defined.

The faculty have been chosen because of their competence in given disciplines, learning skills, and support services, and because they possess the qualifications for determining the substance of the educational program and the appropriate learning resources and student services.

If an institution follows the collegial model, the faculty have an elected body, such as an academic senate or faculty council, through which faculty positions are expressed. Public community colleges have a defined role for such senates or councils in the formation of institutional policies concerning academic and professional matters.*

TYPICAL COMPONENTS:

9C.1 The role and composition of various policy-making, planning, and special purpose bodies is clearly and publicly stated.

9C.2 The faculty has a voice in such academic and professional policy

* California public community colleges are referred to Title 5, California Administrative Code, Section 53200(b). Hawaii public community colleges are referred to Regents' Policy on Faculty Involvement in Academic Decision-Making Policy Development and to Executive Policy E1.201.

matters as educational program, personnel selection and evaluation, staff development, and other institutional policies which relate to faculty areas of responsibility and competence.

9C.3 There exists a written delineation of functions between the collective bargaining agent (if applicable) and the academic senate or faculty council.*

Standard 9D

The role of support staff (non-faculty) and of students in institutional governance is clearly defined.

Support staff possess special insights which can be helpful to the policy development process. Students have valuable opinions regarding their own needs for educational and ancillary programs. An effective organization is responsive to the views of its employees and its constituencies.

TYPICAL COMPONENTS:

9D.1 Provision is made for support staff to influence decisions which relate to their areas of responsibility and competence.

9D.2 A student governing body, if established, has well-defined responsibilities and functions.

* In addition to the sources in the first footnote, California public community colleges are referred to Government Code Section 3543.2 for the scope of representation of bargaining units and Hawaii institutions to the Hawaii Public Employment Collective Bargaining Law, HRS Section 89.3.

The Academic Senate for California Community Colleges has furnished a position statement on delineation of function which is included on p. 86.

ILLUSTRATIVE EVALUATION TOPICS AND ACTIVITIES

Each standard, if applicable to the institution, implies appropriate evaluation. The list below is suggestive rather than exhaustive.

1. Evaluate the extent to which the policies and regulations of the institution are comprehensive, available and contribute to educational excellence.

2. Evaluate the participation of staff and students in policy development and decision-making.

3. Assess the degree to which policy implementation is delegated.

4. Evaluate the effectiveness of communication among board, staff, students and community.

5. Assess the effectiveness with which the board represents the public interest.

6. Assess administrative assistance to the board in meeting its responsibilities.

7. Evaluate administrative leadership in planning the educational program, physical facilities and allocation of fiscal resources.

8. Evaluate the adequacy of administrative staffing to provide leadership and support services necessary to achieving institutional objectives.

9. Evaluate the effectiveness of organizational structure as an aid to quality decision-making.

10. Evaluate the effectiveness of the academic senate or council.

STANDARD TEN: DISTRICT OR SYSTEM RELATIONSHIPS

More than half of the institutions accredited by the Accrediting Commission for Community and Junior Colleges are in multi-unit systems. In addition to the public system colleges, a number of independent institutions belong to multi-unit systems.

Historically, the Commission has accredited operationally separate institutions, not systems. The growth of multi-college districts in California, the development of the state system in Hawaii, and applications from other types of systems necessitates increasing attention to the appropriate role of the system office and its relationship with the operating units, both in the accreditation self study and in the evaluation and review process. Standard Ten is designed for that purpose. See ACCJC policy on Accreditation of Institutions and Systems, p. 60.

Standard 10A

The system has an official set of objectives, policies which define system-college relationships, and an organizational plan which establishes lines of authority and delineation of responsibilities.

TYPICAL COMPONENTS:

10A.1 There is a procedure for continuing review of educational objectives and provision for participation in the review by system constituents.

10A.2 Structure for and process of policy development, revision and implementation are adopted by the governing board and published as part of a policy document.

10A.3 Organizational charts, policy statements and job descriptions define the role of the governing board and the system officers and establish their relationship to the operating institutions.

Standard 10B

The system has communication methods which provide for the flow of information in a timely and efficient manner.

TYPICAL COMPONENTS:

10B.1 Agendas and minutes of governing board meetings and system coordination meetings are maintained and available in convenient locations.

10B.2 Appropriate means exist which provide information to both institutional and system constituents.

10B.3 Instructions on the use of communication channels and procedures are published and distributed.

Standard 10C

The system has an organized process for coordinating program development and evaluation, facilities planning, and budget development and administration.

TYPICAL COMPONENTS:

10C.1 Procedures for program development, coordination, and evaluation exist at both the institutional and system levels.

10C.2 Procedures are in place for facilities planning, construction, and maintenance.

10C.3 Procedures are in operation for budget development, resource allocation, and budget administration.

Standard 10D

The system develops and publishes appropriate policies and agreements governing employment, compensation and benefits, working conditions, staff evaluation, and staff transfer and reassignment.

(See Commission policy on Accreditation and Collective Bargaining.)

ILLUSTRATIVE EVALUATION TOPICS AND ACTIVITIES

Each standard, if applicable to the institution, implies appropriate evaluation. The list below is suggestive rather than exhaustive.

1. Examine comparative studies of policies and procedures in other systems.
2. Survey opinions of groups served by the system.
3. Evaluate effectiveness of public information methods and materials.
4. Have outside consultant studies of system organization and administration.
5. Evaluate understanding of system communication methods and channels.

PART III — COMISSION POLICIES

The following pages are the policies which apply to an institution being considered for candidate for accreditation, initial accreditation, or reaffirmation of accreditation by the Accrediting Commission for Community and Junior Colleges.

PURPOSES OF INSTITUTIONAL ACCREDITATION

(Adopted October, 1972)

Institutional accreditation at the postsecondary level is a means used by regional accrediting commissions for purposes of:

1. Fostering excellence in postsecondary education through the development of criteria and guidelines for assessing educational effectiveness.

2. Encouraging institutional improvement of educational endeavors through continuous self-study and evaluation.

3. Assuring the educational community, the general public, and other agencies or organizations that an institution has clearly defined and appropriate educational objectives, has established conditions under which their achievement can reasonably be expected, appears in fact to be accomplishing them substantially, and is so organized, staffed, and supported that it can be expected to continue to do so.

4. Providing counsel and assistance to established and developing institutions.

5. Protecting institutions against encroachments which might jeopardize their educational effectiveness or academic freedom.

Accreditation is attained through a process of evaluation and periodic review of total institutions conducted by regional commissions in accord with national policies and procedures.

COORDINATION AMONG WASC COMMISSIONS

(Adopted January, 1974, Revised June, 1984)

Commission of Jurisdiction

1. For an institution which offers a combination of secondary and lower division college programs, the Commission for Community and Junior Colleges will assume jurisdiction, consulting with the Commission for Schools.

2. For an institution which offers lower division programs but is adding upper division and/or graduate level work, the Commission for Senior Colleges and Universities will assume jurisdiction, consulting with the Commission for Community and Junior Colleges.

Evaluation and Recognition

1. When an institution has been accredited or recognized as a candidate by the Commission for Community and Junior Colleges and moves to a higher level, the Commission for Senior Colleges and Universities will conduct an evaluation in cooperation with the Commission for Community and Junior Colleges. The Senior Commission standards and procedures will be used by the institution and the accrediting team.

2. The institution will continue to be listed under the original level. At such time as the total institution qualifies for recognition by a higher commission, it will come under that commission's jurisdiction. The institution has three years in which to effect a transfer.

3. Institutions will be listed in only one place in the WASC Directory.

RELATIONSHIP BETWEEN GENERAL AND SPECIALIZED AGENCIES

(Adopted October, 1964, Revised January, 1978)

Each institution must be free to decide for itself whether or not to seek accreditation by any particular agency. If an institution desires both general (regional) accreditation and specialized program accreditation, the Commission may collaborate with the specialized accrediting agency in arranging joint visitation and exchange of information.

An institution should not interpret its general accreditation as validating a specialized program in the same manner as specialized accreditation, which by its very nature is a more intensive evaluation process.

A specialized institution may request regional accreditation through ACCJC if it meets the Commission's conditions for eligibility.

PUBLIC ACCESS POLICY

(Adopted June, 1978)

Meetings of the Commission are open to the public, except when it is deliberating and acting on matters concerning specific individuals or institutions. Institutional representatives and other interested persons are invited to attend these meetings at which the Commission considers, among other matters, all questions of policy and procedure.

The Executive Director will mail a preliminary agenda 45 days before each regular meeting of the Commission to the chief executive and liaison officer of all candidate and accredited institutions approved by the Commission with the request that the agenda be posted or otherwise publicized.

Observers will be seated at Commission meetings as space allows. If they wish to speak, observers must give advance notice to the Executive Director and include the agenda item which they wish to address. Any specific reference to an individual or to an institution must be made in executive sessions, and the individual or institution will be given an opportunity to be present or to have a representative present. Verbal participation by observers at Commission meetings is limited to:

1. Prepared statements noted by the Executive Director in the agenda at appropriate places. Written copies of all prepared remarks should be left with the Executive Director.

2. Brief comments on specific points in the public agenda, given at the end of Commission discussion of the same topic.

Individuals who wish to bring items to the attention of the Commission which are not on the agenda should present, not less than 30 days before Commission meetings, a written statement to the Executive Director with a request that said item(s) be placed on the agenda. If individuals wish to meet with members of the Commission, they should so advise the Executive Director not less than 30 days before the Commission meeting. The Executive Director will then, time constraints permitting, arrange for two Commissioners to meet with the individual(s) to discuss the matter(s) of concern preceding the meeting of the Commission. The two Commissioners will report to the Commission as a whole and may recommend a presentation before the full Commission at an appropriate time.

CODE OF COMMISSION GOOD PRACTICE AND ETHICAL CONDUCT

(Adopted June, 1980)

In carrying out its functions, the Commission has established a code of good practice, both for its relations with institutions which it serves, and with regard to its internal organization and procedures.

In its relations with the institutions it accredits, the Commission is committed to:

1. Make an initial visit to, or evaluation of, an institution only on the written request of the chief executive officer of the institution.

2. Revisit an institution only on request by the chief executive, or, if a visit is initiated by the Commission, after due notice to the institution.

3. Permit withdrawal of a request for initial candidacy or initial accreditation at any time (even after evaluation) prior to final action by the Commission.

4. Appraise institutions in the light of their own stated purposes so long as these are within the general frame of reference of postsecondary education and consistent with the standards of the Commission.

5. Use relevant qualitative and quantitative information in evaluation.

6. Interpret standards for accreditation in ways that are relevant to the character of the particular institution, respecting institutional integrity and diversity.

7. Encourage sound educational innovation.

8. Assist and stimulate improvement in the educational effectiveness of the institution.

9. Emphasize the value and importance of institutional self-study.

10. Conduct evaluation visits by experienced and qualified examiners under conditions which, insofar as reasonably possible, assure impartial and objective judgment, avoiding conflict of interest.

11. Include on evaluation teams representation from other institutions of similar purpose and academic program.

12. Provide institutions an opportunity to object, for cause, to individual members assigned to the team designated to visit the institution, with special concern for possible conflict of interest.

13. Consider the names of evaluators recommended for service on a particular team or for general accrediting service.

14. Arrange consultation during the visit with administration, staff, students, and trustees, and include a publicized opportunity for an open hearing during the visit.

15. Protect the confidentiality of the institutional self-study and evaluation team report. An institution, at its discretion, may make such documents public. In event of a negative action, the Commission staff will attempt to reach agreement with the institution on a statement for public distribution, but the Commission reserves final authority in case of an impasse. Should the institution issue selective and biased releases or use the public forum to take issue with negative actions, the Commission and its staff will be free to make all the documents public.

16. Provide opportunity for the institution to respond in writing to the team report before it is completed, and to appear before the Commission when it is considered. The Commission staff will notify an institution in writing as soon as reasonably possible regarding Commission decisions.

17. Provide an opportunity for institutional representatives and the general public to attend those portions of Commission meetings devoted to policy matters and others of a non-confidential nature.

18. Encourage discussion and use on campus of major team recommendations.

19. Revoke accreditation only after advance written notice to the institution.

20. Provide opportunity for Commission review of its negative decisions, and, in addition, for appeal of decisions to deny or terminate candidacy to a panel established by the WASC Board.

21. Refrain from conditioning candidacy or accreditation upon payment of fees for purposes other than annual fees and evaluation costs.

22. Encourage continuing close relationships and communication between the Commission and institutions through the establishment of liaison officer positions in each institution, with appropriate visibility and responsibility.

The Commission insists that its members recognize their ethical responsibilities by accepting and subscribing to the defined purposes of accreditation; respecting the confidentiality of relationships between the Commission and the institutions it accredits; refraining from discussing institutional matters learned through the accrediting process with anyone other than commissioners, the staff, the visiting teams, and the institutions concerned; protecting the confidentiality of all documents that

come from the staff in preparation for meetings, or that are distributed at meetings when these are clearly of a confidential nature; and committing themselves to full disclosure and restraint in any Commission consideration involving conflict of interest. Members of the Commission will absent themselves from deliberations or vote on decisions regarding the individual institutions of which they are employees or trustees. They shall not participate in deliberation or vote on decisions in which they have any other personal interest that might reasonably appear to suggest divided loyalties or otherwise impair their independent, unbiased judgment. Any such potential conflict of interest shall be reported to the Commission by the commissioner in advance of deliberation and/or action and shall be recorded in the Commission minutes. Any commissioner who is uncertain regarding the possible appearance of conflict of interest shall request the Commission to determine the matter by majority vote. Such request and decision shall be duly noted in Commission minutes.

These restrictions are not intended to disqualify participation by a commissioner in the general run of cases which do not directly or substantially affect the institution with which he/she is associated or its competitive position with a neighboring institution under review.

The Commission expects that Commission members will accept and carry out the responsibilities of membership, including:

1. Attending, when possible, all Commission meetings for their entire duration.

2. Studying documents as assigned prior to the meetings and serving as readers by arrangement.

3. Voting according to best personal judgment in the light of existing policy.

4. Respecting the confidentiality of relations between the Commission and the institutions it accredits.

5. Assisting in interpreting accreditation.

6. On occasion accepting appointment to the Senior and the Schools Commissions, to the WASC Board, and to membership on evaluation teams.

7. Serving on ad hoc or permanent committees of the Commission.

8. Assisting the staff in training programs and other activities.

9. Resigning from the Commission if circumstances change so that time no longer permits the full responsibilities of membership.

10. Absenting themselves from deliberations or vote when a potential conflict of interest exists because of affiliation, previous relationships or consultant services.

COMMISSION PROCEDURES IN MATTERS OF INSTITUTIONAL ETHICS AND INTEGRITY

(Adopted January, 1976)

Accrediting commissions have an obligation to assure themselves that any institution which seeks candidacy, accreditation, extension of candidacy, or reaffirmation of accreditation conducts its affairs with honesty and frankness.

When the Commission has cause to believe that any institution with which it is concerned is acting in an unethical manner or is deliberately misrepresenting itself to students or public, it will investigate the matter and provide the institution an opportunity to explain the alleged abuse. If, on the basis of such investigation and after notice to the institution and opportunity for institutional response, the Commission finds that an institution has engaged in unethical conduct or that its integrity has been seriously undermined, the Commission will:

1. With regard to an institution which is an applicant, but is not yet a candidate or accredited, break off relations.

2. With regard to a candidate or an accredited institution, either

   a. Issue a show cause order with a time stated, or

   b. In extreme cases, immediately sever its relationship with the institution by denying or terminating candidacy or accreditation.

The institution may appeal the decision of the Commission in accordance with the WASC appeals process.

ACCREDITATION OF INSTITUTIONS AND SYSTEMS

(Adopted October, 1972, Revised June, 1980, June, 1985, June 1987)

The Accrediting Commission for Community and Junior Colleges and the other regional commissions have historically accredited colleges or schools rather than districts or systems. In accord with this position, institutions which are under the general control of a parent institution or a central administration in a multi-unit system are classified as operationally separate and require separate accreditation if they:

1. Have an organizational structure which is not a part of another unit in the system and which includes a core of full-time faculty, a separate student body, and a resident administration.

2. Offer a program or programs leading to certificates and/or degrees.

Such institution's units will be listed separately in regional and national directories. The Commission reserves the right to make the final judgment on the determination of separate units.

Units classified as operationally separate which currently share the accreditation of a parent institution or system continue in that status until they can be examined. The Commission will schedule evaluations as soon as practicable. New operationally separate units are expected to seek separate affiliation or accreditation.

Newly founded unaccredited units in multiple-campus systems and institutions, which merge or affiliate with an accredited institution, are not considered accredited if they are operationally separate as defined above. These institutions are expected to seek affiliation or accreditation through the usual procedures.

Programs not classified as operationally separate by the Commission are included in the Commission's evaluation of the parent institution, regardless of location. Commissions in other regions where such programs are located may be invited to send representatives.

The above policies for the accreditation of operationally separate units apply to institutions located within the United States and in foreign countries.

Evaluation of Multi-Unit Systems*

In order to achieve a more effective evaluation of institutions which are

*If a system desires a separate evaluation of its operations, a request should be submitted to the Executive Director. The fee for this evaluation will be based on actual costs.

part of multi-unit systems, the Commission will consider the following options:

1) Institutional evaluation with system office and board participation
2) Evaluating all institutions simultaneously with system office and board participation
3) Evaluating the institutions on a defined schedule with system office and board participation.

Systems desiring to use options two or three should, in consultation with the Commission Executive Director, develop a proposal which meets the following criteria:

1) Faculty and support staff from the operating unit are involved in developing the proposal.
2) The self study process involves broad participation by the various constituencies in the evaluation and planning activities.
3) The governing board of the system approves the proposal by resolution.

In addition, requests for a separate evaluation of the system are encouraged.

INSTITUTIONAL ACCREDITATION LIAISON OFFICER

(Adopted June, 1974)

Each accredited and candidate institution should designate a campus accreditation liaison officer to work with the Accrediting Commission for Community and Junior Colleges and coordinate all accreditation activities. The chief administrator may name a person from the staff or assume this responsibility. The accreditation liaison officer can provide an effective means of communication between the institution and the Commission and more direct participation in the accreditation process.

The duties of the accreditation liaison officer are:

1. To coordinate the institution's self study and other preparations made in advance of initial or renewal of accreditation, assist in follow-up studies resulting from the evaluation, and notify the Commission of substantive changes and program developments as they occur.

2. To meet occasionally with the Commission staff to discuss policies, procedures, and other matters pertaining to evaluation and accreditation.

3. To provide an identified person on campus to disseminate information and answer questions about evaluation and accreditation.

4. To assist in the preparation and sending of the institutional annual report to the Commission.

5. To assist the institution in the coordination of accreditation activities for regional and specialized agencies.

Presidents may prefer to delegate the responsibility to a member of the college faculty or administrative staff who is interested in evaluation and accreditation, and who will report to the president on all relevant activities.

The accreditation liaison officer should receive a suitable degree of visibility on campus.

INSTITUTIONAL INTEGRITY

(Adopted October, 1966, Revised January, 1978)

By academic tradition and by philosophical principle an institution of postsecondary education is committed to the pursuit of truth and to its communication to others.

To carry out this essential commitment calls for institutional integrity in the way an institution manages its affairs--specifies its goals, selects and retains its faculty, admits students, establishes curricula, determines programs of research, fixes its fields of service.

The maintenance and exercises of such institutional integrity postulates and requires appropriate autonomy and freedom.

Put positively this is the freedom to examine data, to question assumptions, to be guided by evidence, to teach what one knows--to be a learner and a scholar. Put negatively this is a freedom from unwarranted harassment which hinders or prevents an institution from getting on with its essential work.

An educational institution must be managed well and remain solvent, but it is not a business nor an industry. It must be concerned with the needs of its community and state and country, but it is not a political party nor a social service. It must be morally responsible, but even when church related, it is not a religion nor a church. Those within it have as a first concern evidence and truth rather than particular judgments of institutional benefactors, concerns of churchmen, public opinion, social pressure, or political proscription.

Relating to this general concern and corresponding to intellectual and academic freedom are correlative responsibilities. On the part of trustees and administrators there is the obligation to protect faculty and students from inappropriate pressures or destructive harassments.

On the part of the faculty there is the obligation to distinguish personal conviction from proven conclusions and to present relevant data fairly to students because this same freedom asserts their rights to know the facts.

On the part of students there is the obligation to question, and to be actively involved in the life of the institution. The determination and exercise of proper responsibilities will be related to the students' status as undergraduate, professional, or graduate students.

Intellectual freedom does not rule out commitment; rather it makes it possible and personal. Freedom does not require neutrality on the part of the individual nor the educational institution--certainly not toward the task of inquiry and learning, nor toward the value systems which may guide them as persons or as schools.

Hence, institutions may hold to a particular political, social, or religious philosophy as may individual faculty members or students. But to be true to what they profess academically, individuals and institutions must remain intellectually free and allow others the same freedom to pursue truth and to distinguish the pursuit of it from a commitment to it.

All concerned with the good of postsecondary educational institutions will seek ways to support their institutional integrity and the exercises of their appropriate autonomy and freedom. The regional commissions, which have a particular responsibility to look at an institution in its totality, will always give serious attention to this aspect and quality of institutional life so necessary for its well-being and vitality.

SPECIAL INSTITUTIONAL REVIEWS AND CONSIDERATION OF COMPLAINTS

(Adopted June, 1972, Revised January 1984)

Accreditation by the Western Association of Schools and Colleges is an expression of confidence that an institution is satisfactorily achieving its objectives and is coping with its problems. However, there may be circumstances which require special review by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges.

1. ACCJC may request an interim report or schedule a special visit or an earlier full team visit if, in the judgment of the Commission, substantive changes in the institution or conditions seem to justify a reevaluation of a college's efforts to solve specific problems. Topics or areas to be considered will be delineated when the report is requested and/or a visit is scheduled.

2. Disruption of the work of an institution by forces beyond its control, although not condoned, will not result in summary loss of accreditation. Prolonged inability, for whatever reasons, to conduct its academic programs will require a review of the institution and a reconsideration of its accreditation.

3. The Commission considers complaints regarding member institutions only when the reported conditions are substantially documented and are such as to jeopardize the quality of the educational program, the general welfare of the institution, or raise significant questions about the institution's compliance with accreditation standards. The Commission assumes no responsibility for adjudicating individual grievances; however, it may investigate individual complaints and reports to determine whether they reflect conditions within an institution that affect the quality of its programs or are detrimental to the general welfare.

   The following procedures will be used in reviewing complaints regarding member institutions:

   a. When a verbal complaint regarding a member institution is received, the person is advised of the policy statement and requested to submit the complaint in writing with substantial documentation to the Executive Director of the Commission.

   b. When a written complaint regarding a member institution is received, the Executive Director acknowledges receipt of the complaint in writing, and sends a copy of the written complaint to the Commission chairperson.

   c. Within 10 days of receipt, the Executive Director analyzes the complaint to determine if there is adequate documentation and if, where appropriate, institutional appeals procedures have

been utilized. In case adequate documentation is not provided, the complainant is notified in writing that complaints can be considered only when reported conditions are substantially documented and are such as to jeopardize the quality of the educational program or the general welfare of the institution. In case institutional appeal procedures have not been utilized, the complainant is advised to do so first.

d. When the complaint is substantially documented, the chief executive of the institution is notified in writing by the Executive Director, a copy of the complaint is enclosed, and a written response is requested within 30 days.

e. When the response from the chief executive of the institution is received, the Executive Director compares the documentation provided by the complainant and the institution and, where appropriate, suggests a resolution of the matter to the complainant and the institution.

f. When an institution responds satisfactorily to the complaint, the information is shared with the complainant within 10 days of receipt, and both the institution and the complainant are advised of the final disposition.

g. When the response from the institution is considered to be inadequate, the matter is referred to the Commission for consideration and action.

4. Should the report of an evaluation team, an interim visit team, or special deliberations of the Commission lead to a recommendation to withhold accreditation or to change existing accreditation status, the institution has available the review and appeal procedures of ACCJC and the Western Association of Schools and Colleges. (See Article VI, "Appeals," WASC Constitution.)

SUBSTANTIVE CHANGE

(Adopted October, 1972, Revised January, 1978)

A substantive change in an accredited institution is defined as one which affects significantly the nature of the institution, its objectives and educational programs, and the allocation of its resources. Substantive changes include, but are not limited to, the following: Changes in form of control of the institution; offering of programs at a more advanced level; a move to a new location, or establishment of major off-campus units; the initiation of external degree programs; significant departures from stated purposes and/or educational programs operative at the time of the most recent evaluation.

An institution planning a substantive change is asked to consult with the Commission through its Executive Director. The institution and the Commission may then take the steps necessary to assure an orderly transition consistent with ACCJC's policies. Substantive change may involve a review of the accredited status of the institution by the Commission.

COMMISSION DECISIONS ON INSTITUTIONS

(Adopted June, 1981)

Once the Commission has made a decision regarding candidacy or accreditation of an institution, it will notify the institution in writing as promptly as possible. The forms of possible Commission action with regard to institutions are:

1. An institution is granted candidacy or is accredited.

2. Its candidacy is extended or its accreditation is reaffirmed.

3. Its candidacy is not renewed or its accreditation is terminated.

4. The institution is placed on probation effective at a specific date.

5. It is given a show cause order, with accreditation to terminate unless response or compliance has satisfied the Commission prior to a specified date.

6. The institution's application for candidacy or accreditation is denied.

All such Commission actions are made public and are published in appropriate manners. In addition, an institution may be given a private warning if Commission concerns are significant but less serious than those calling for probation.

If an institution so conducts its affairs that they become a matter of public concern, or uses the public forum to take issue with a negative action of the Commission relating to that institution, the Commission may announce, through the Executive Director the action taken, and the basis for that action, making public any pertinent information available to it.

NEGATIVE ACTIONS OF THE COMMISSION

(Adopted January, 1977, Revised June, 1978, June, 1980)

When measured against the criteria or policies of the Accrediting Commission for Community and Junior Colleges, an institution may, in the opinion of the Commission, be found wanting. The nature and gravity of the deficiency will determine whether or not in the judgment of the Commission one of the following five negative actions should be taken:

1. Candidacy or Accreditation Withheld. The candidacy or accreditation of an initial applicant or reapplicant institution may be withheld by a deferral or a denial.

   a. A deferral is not a final decision. It is interlocutory in nature to provide further guidance and time for the institutions to correct certain deficiencies.

   b. A denial is a final decision which is subject to review by the Commission and subsequent appeal to the Western Association of Schools and Colleges under the published policies and procedures of these two bodies.

2. Warning. When the Commission finds that an institution has pursued a course deviating from the Commission's criteria or policies to an extent that gives concern to the Commission, it may issue a warning to the institution to correct its deficiencies, refrain from certain activities, or initiate certain activities within a stated period of time. A warning does not affect the candidate or accredited status of the institution.

3. Probation. When a candidate or accredited institution fails to respond to conditions imposed upon it by the Commission, including a warning, or when it deviates significantly from the Commission's criteria or policies but not to such an extent as to warrant a show cause order or the withdrawal of candidacy or accreditation, it may be placed on probation for a specified period of time. While on probation, the institution will be subject to special scrutiny by the Commission, including a requirement to submit periodic prescribed reports and special visit(s) by representatives of the Commission. If the institution has not taken steps satisfactory to the Commission to remove the cause or causes for its probation at the end of the specified time, the Commission will issue a show cause order. Probation does not affect the candidate or accredited status of the institution.

4. Show Cause. When the Commission finds an institution to be in substantial non-compliance with its criteria or policies or when the institution has not responded to the conditions imposed by the Commission, the Commission may ask the institution to show cause why its candidacy should not be terminated or be allowed to lapse or its accreditation withdrawn at the end of a stated period. In such

cases, the burden of proof will rest on the institution to demonstrate why its candidacy or accreditation should be continued. While under show cause, the institution will be subject to special scrutiny by the Commission, including a requirement to submit periodic prescribed reports and special visit(s) by representatives of the Commission. A show cause order does not affect the candidate or accredited status of the institution.

5. Revocation of Candidacy or Termination of Accreditation. If, in the judgment of the Commission, an institution has not satisfactorily explained or corrected matters of which it has been given notice, its candidacy may be revoked or allowed to lapse or its accreditation terminated. In such a case, the institution must complete again the entire accreditation process to qualify for candidacy or accreditation. Non-renewal or revocation of candidacy or termination of accreditation is subject to review and appeal under the applicable policies and procedures of the Commission and the Western Association of Schools and Colleges. If an institution's candidacy is not renewed or is revoked or it its accreditation is terminated, its status will continue unchanged it if requests a review and later an appeal until the review and appeal processes have been completed. Otherwise, its candidacy or accreditation ends on the date when the time period permitting such a request expires.

   In all cases of negative action, the Commission will give the institution written reasons for its decision.

   The Commission will announce publicly, as appropriate, through its Executive Director and will publish in the WASC Bulletin and in the WASC annual Directory the status of each institution subject to a negative action (except warning) in accordance with the Commission's policy on "Disclosure and Confidentiality of Information," as revised in November, 1975. The Executive Director will attempt to reach agreement with the institution on a public statement to be used by both parties. However, the Commission reserves final authority in event of impasse.

   If a specific inquiry is made about an institution which has been warned, placed on probation, or issued a show cause order, the Executive Director shall inform the inquirer that a negative action has been taken and the reasons therefore.

REVIEW OF COMMISSION ACTIONS

(Adopted January, 1977, Revised January, 1979)

Institutions whose applications for candidacy, renewal of candidacy, accreditation, or reaffirmation of accreditation are denied or whose candidacy or accreditation is terminated by the Accrediting Commission for Community and Junior Colleges may request a review of the Commission's decision. Such a review must be requested prior to filing of an appeal by the institution to the Western Association of Schools and Colleges. The following procedures will govern the conduct of the Commission's review:

1. If the Accrediting Commission for Community and Junior Colleges decides to take any of the actions listed above, its Executive Director will notify the institution concerned of the decision by certified mail, return receipt requested, within approximately seven calendar days of the Commission's decision. Said notification shall contain a succinct statement of the reasons for the Commission's decision.

2. If the institution wishes a review by the Commission, it shall file with the Executive Director a request for such a review under the policies and procedures of the Commission. This request should be submitted by the chief executive officer of the institution and, in the case of private institutions, co-signed by the chairperson of the governing board. Requests for review by an institution in a multi-college system shall be co-signed by the chief executive officer of the system. This request must be received by certified mail, return receipt requested, within twenty-eight calendar days of the date of the mailing of the Commission's notification to the institution of its decision.

3. Within twenty-one calendar days after the date of its request for a review, the institution, through its chief administrative officer, must submit a written statement of the reasons why, in the institution's opinion, a review of the Commission's decision is warranted. As a general rule, this written statement should respond only to the Commission's statement of the reasons for the Commission's decision and to the evidence that was before the Commission at the time of its decision. However, if the institution believes that there are compelling reasons to expand the scope of the response or it if wishes to introduce new evidence which may have been generated or discovered since the time of the Commission's decision, it may do so in a separate section of its response.

4. On receipt of the institution's written statement referred to in paragraph 3, the chairperson of the Commission will select a review committee of three or more persons. A roster of the review committee will be sent to the institution normally within twenty-one calendar days of the date of the Commission's receipt of the institution's written statement.

5. Within a reasonable period of time after the review committee has been selected, the Executive Director will schedule a visit to the institution by the review committee.

6. Prior to the visit to the institution, the review committee will review available information. If additional information is needed, the chairperson of the review committee may request such information from the chief executive officer of the institution.

7. The review visit will be investigative and designed to determine if the Commission's decision was substantially supported by the evidence before the Commission at the time of the Commission's decision. If, however, in the judgment of the review committee, changes have occurred which might materially affect the decision of the Commission, the review committee chairperson, with the approval of the members, may accept new evidence bearing on these changes.

8. The committee should open and close its visit with a meeting with the chief executive officer of the institution. At the closing meeting the chairperson should, among other matters, attempt to ascertain whether or not the institution has any complaints about any aspect of the visit.

9. The committee should prepare a report which cites and evaluates the evidence which the committee considers relevant to the question of whether the Commission's original decision was substantially supported by the evidence before the Commission at the time of its decision. If the committee accepts evidence of changes which occurred subsequent to the committee's original decision, the review committee should include a summary and analysis of such evidence in its report identifying it as new evidence and describing the weight given it.

10. The chairperson of the review committee will submit a copy of the committee's report which is referred to in paragraph 9 to the chief executive officer of the institution, the chairperson of the institution's governing board, and the Executive Director of the Commission, normally within twenty-one calendar days of the end of the review committee's visit.

11. Within fourteen calendar days of the institution's receipt of the review committee's report, the chief executive officer may submit a written response to the Executive Director of the Commission, with a copy to the chairperson of the review committee. Failure of the institution to submit a response shall constitute an acceptance by the institution of the Commission's original decision.

12. In a confidential letter to the Commission, the review committee shall make one of the following recommendations:

    a. The decision of the Commission was substantially supported by the evidence before the Commission at the time of the Commission's decision.

b. The decision of the Commission was not substantially supported by the evidence before the Commission at the time of the Commission's decision.

c. The decision of the Commission was substantially supported by the evidence available at the time of the Commission's decision but the institution has taken significant steps to improve conditions and remedy deficiencies and the Commission should reevaluate its decision in light of these steps.

The recommendation of the review committee to the Commission shall not be disclosed to the institution being reviewed. The recommendation is not binding on the Commission.

13. The chief executive officer of the institution and a limited number of his staff will be invited to meet with the two readers of the committee's report and the chairperson of the review committee shortly before the meeting of the Commission at which the report will be acted upon. Discussion at this preliminary meeting will be confined to the report of the review committee referred to in section 9 and the institution's response to this report.

14. The two readers will report the substance of this meeting to the Commission when it meets. If institutional representatives wish to appear before the Commission at that time, their request will be granted, but the meeting with the readers is intended to obviate the need for such an appearance except in unusual circumstances.

15. In making its decision on the institution's status, the Commission will consider the evidence available to it and then reach a final decision to (a) reaffirm its original decision; (b) modify it; or (c) reverse it. As soon after the meeting as practicable, the Executive Director will notify the chief executive officer of the institution by certified mail of the Commission's decision.

16. The decision of the Commission referred to in paragraph 15, shall be final as far as the Accrediting Commission for Community and Junior Colleges is concerned. However, if the institution remains aggrieved, it may file an appeal with the President of the Western Association of Schools and Colleges through the Executive Director of the Commission in accordance with the provisions of Article VI of the Constitution of the Western Association of Schools and Colleges.

17. An institution retains its accredited or candidate status until the review process of the Commission is completed. If the institution files a subsequent appeal with the Western Association of Schools and Colleges, its status remains unchanged until that appeal has been heard and decided.

18. The cost of the review will be borne by the institution. The request for a review must be accompanied by a deposit set by the

Commission. If the actual cost is less than this amount, the excess will be refunded. If it is greater, the institution will be billed for the difference.

DISCLOSURE AND CONFIDENTIALITY OF INFORMATION

(Adopted January, 1976, Revised June, 1978)

It is the obligation of every institution applying for candidacy, extension of candidacy, accreditation, or reaffirmation of accreditation and of every candidate or accredited institution to provide the Commission with access to all parts of its operations, with due regard for the rights of individual privacy, and with complete and accurate information with respect to the institution's affairs, including reports of other accrediting, licensing, and auditing agencies. Failure to do so, or to make complete, accurate, and honest disclosure, is sufficient reason in and of itself to deny or revoke candidacy or accreditation.

The Commission will maintain inviolate the confidentiality of information supplied by the institution except in those rare cases where it is deemed necessary by the Commission to make public information which forms a substantive basis for the Commission's decision.

The Commission may announce publicly, as appropriate, through its Executive Director and will publish in the WASC Bulletin and/or annual Directory the fact that:

1. An institution has been granted candidacy or accredited.

2. Its candidacy has not been extended or its accreditation reaffirmed.

3. Its candidacy has not been renewed or its accreditation has been terminated.

4. The institution has been placed on probation.

5. The institution has been given a show cause order effective at a specific date.

6. The institution's application for candidacy or accreditation has been denied.

If an institution so conducts its affairs that they become a matter of public concern, the Commission may announce, through its Executive Director, any action the Commission has taken and the basis for that action, making public any pertinent information available to it.

GENERAL EDUCATION IN SPECIALIZED PROGRAMS AND INSTITUTIONS

(Adopted March, 1973 Revised June, 1987)

This policy expresses a principle of general education which is considered to be a desirable characteristic of postsecondary* institutions both for degree and nondegree programs. By design, the policy is qualitative rather than quantitative. No formula for specific application or particular pattern of general education is endorsed, since this determination is considered to be the obligation of the institution.

General education is recognized as an important component of comprehensive postsecondary educational programs. Postsecondary institutions should identify and provide a recognizable core of general education consistent with the educational philosophy of the institution for each degree program or cluster of degree programs. In some cases, institutions may provide for general education degree requirements through admission prerequisites or transfer of units. Institutions should include a concern for general education in non-degree specialized programs.

General education introduces the content and methodology of the major areas of knowledge in order to develop the mental skills and social attitudes that will help people to become effective learners, workers and citizens. General education may be taught in different ways. An institution must determine whether its students are better served by curricula or requirements that approach the disciplines through content and methodology, or that approach the disciplines by concentrating on outcomes. Expected outcomes should be stated in relation to the institution's purposes.

Programs in postsecondary specialized institutions need to demonstrate an appropriate level of mastery in occupations and technologies and should also strive for the development of student character and the preparation of students to live in the world. Programs need to develop within students the capabilities of forming independent judgments, weighing values, and understanding fundamental theory, in addition to amassing facts and mastering skills. The institutional effort in helping its students become contributing and useful members of society should be demonstrated in the performance of the institution's graduates. General education, as well as specialized subjects, should be taught by faculty who are qualified in the subject being taught.

General education designed specifically for specialized programs should be clearly and accurately described in official publications of the institution.

* Postsecondary education consists of those educational experiences available to persons who have completed secondary school requirements or who are of post high school age.

ACCREDITATION AND NONTRADITIONAL STUDY

(Adopted March, 1973)

Accreditation procedures for nontraditional programs should encourage innovative and imaginative approaches to providing quality education whether in new institutions or in those already accredited. The accrediting process generally should move toward assessment of the results of education rather than its processes, and developments in nontraditional studies and degrees provide opportunities to do so. At the same time, the regional accrediting commissions emphasize that accreditation is concerned with institutional improvement and that attention to outcomes only, without considering the relation of these to the environments and educational processes, would be of little assistance to either traditional or nontraditional programs in raising questions and providing suggestions for improvement.

The commissions believe that, at this early stage in the development of nontraditional degree programs, the principles, policies, and procedures specified for accreditation must be flexible and of an interim nature. As the nature of innovative developments becomes clarified and experience is gained in working with them, accreditation policies and procedures can be adjusted to attain a uniform approach to the traditional and the innovative in such manner that the better procedures of each are called to the attention of both. In this context, the statement of policies and principles presented here is tentative and interim. It is a working set of guidelines which will require continued monitoring, clarification, and revision as experience in their application evolves.

General Policies

1. Accreditation will be considered only when a number of individuals have been granted or have qualified for a degree by various nontraditional patterns indicated. Consideration of students' completed programs and student reactions are deemed indispensable to accreditation.

2. Accreditation procedures and criteria should be comprehensive, flexible, and fair. Evaluation committees should include persons who have experience in nontraditional programs and/or who are sufficiently conversant and understanding to review innovations competently.

3. An institution which, by the nature of its program, abandons or renders nonfunctional traditional criteria and mechanisms of review and control aimed at assuring quality must accept responsibility for indicating alternative ways in which quality will be assured.

Guidelines

1. When degrees based heavily on nontraditional patterns of study are offered, evidence will be required that the degrees are awarded on the basis of definite criteria and demonstrated competency commensurate with the level and nature of the degrees.

2. The appraisal, evaluation or examination procedures of an institution must be conducted with a high degree of objectivity, with due regard for maintenance of honesty and security, and with explicit statements of criteria and standards for judging satisfactory performance. The learner's self-appraisal of the worth of an experience is a valuable but not sufficient basis for awarding credit or a degree.

3. Publicity statements to prospective students must be factual. For example, actual services provided must be consistent with publicity. This will require monitoring adjunct professors to assure that they fulfill their commitments.

4. To protect the integrity of the faculty-institution work relationship and to avoid circumstances involving conflict of interest, policies regarding the amount of outside work for pay and safeguards surrounding use of institutional resources and facilities for their intended purposes are required. The relationship of full-time faculty serving as adjunct faculty or program advisers and using the learning resources and facilities of their full-time employer for programs of study offered by other institutions (accredited or unaccredited) should conform to their institution's policies and standards on these matters.

5. The conditions and circumstances of subcontracts with adjunct faculty in the community, with museums, art institutes, libraries, government agencies, foreign study institutions, and other diverse learning facilities should be made explicit and should be in conformity with the policies and standards of the institutions on such matters. They should be accompanied by a description of the means to be used for documenting and evaluating the work done by the student in reference to the objectives of the programs of study.

6. The conditions and circumstances of subcontracts by unaccredited institutions with accredited institutions for use by students of their learning resources, facilities, and degree-granting prerogatives should be made explicit. They should also be in conformity with the usual institutional policies and procedures safeguarding their intended use, and with the guidelines on "Contractual Relationships with Non-Regionally Accredited Organizations."

   The concern here is both with the placement of responsibility, the use and availability of resources, and the relation between student charges, services rendered, and benefits acquired.

JOINT STATEMENT
on
TRANSFER AND AWARD OF ACADEMIC CREDIT
(Adopted June, 1981)

This statement is directed to institutions of postsecondary education and others concerned with the transfer of academic credit among institutions and award of academic credit for extra-institutional learning. Basic to this statement is the principle that each institution is responsible for determining its own policies and practices with regard to the transfer and award of credit. Institutions are encouraged to review their policies and practices periodically to assure that they accomplish the institution's objectives and that they function in a manner that is fair and equitable to students. Any statements, this one or others referred to, should be used as guides, not as substitutes, for institutional policies and practices.

Transfer of credit is a concept that now involves transfer between dissimilar institutions and curricula and recognition of extra-institutional learning, as well as transfer between institutions and curricula of similar characteristics. As their personal circumstances and educational objectives change, students seek to have their learning, wherever and however attained, recognized by institutions where they enroll for further study. It is important for reasons of social equity and educational effectiveness, as well as the wise use of resources, for all institutions to develop reasonable and definitive policies and procedures for acceptance of transfer credit. Such policies and procedures should provide maximum consideration for the individual student who has changed institutions or objectives. It is the receiving institution's responsibility to provide reasonable and definitive policies and procedures for determining a student's knowledge in required subject areas. All institutions have a responsibility to furnish transcripts and other documents necessary for a receiving institution to judge the quality and quantity of the work. Institutions also have a responsibility to advise the students that the work reflected on the transcript may or may not be accepted by a receiving institution.

Inter-Institutional Transfer of Credit

Transfer of credit from one institution to another involves at least three considerations:

(1) the educational quality of the institution from which the student transfers;

(2) the comparability of the nature, content, and level of credit earned to that offered by the receiving institution; and

(3) the appropriateness and applicability of the credit earned to the

programs offered by the receiving institution, in light of the student's educational goals.

Accredited Institutions

Accreditation speaks primarily to the first of these considerations, serving as the basic indicator that an institution meets certain minimum standards. Users of accreditation are urged to give careful attention to the accreditation conferred by accrediting bodies recognized by the Council on Postsecondary Accreditation (COPA). COPA has a formal process of recognition which requires that any accrediting body so recognized must meet the same standards. Under these standards, COPA has recognized a number of accrediting bodies, including:

(1) regional accrediting commissions (which historically accredited the more traditional colleges and universities but which now accredit proprietary, vocational-technical, and single-purpose institutions as well);

(2) national accrediting bodies that accredit various kinds of specialized institutions; and

(3) certain professional organizations that accredit free-standing professional schools, in addition to programs within multi-purpose institutions. (COPA annually publishes a list of recognized accrediting bodies, as well as a directory of institutions accredited by these organizations.)

Although accrediting agencies vary in the ways they are organized and in their statements of scope and mission, all accrediting bodies that meet COPA's standards for recognition function to assure that the institutions or programs they accredit have met generally accepted minimum standards for accreditation.

Accreditation affords reason for confidence in an institution's or a program's purposes, in the appropriateness of its resources and plans for carrying out these purposes, and in its effectiveness in accomplishing its goals, insofar as these things can be judged. Accreditation speaks to the probability but does not guarantee, that students have met acceptable standards of educational accomplishment.

Comparability and Applicability

Comparability of the nature, content, and level of transfer credit and the appropriateness and applicability of the credit earned to programs offered by the receiving institution are as important in the evaluation process as the accreditation status of the institution at which the transfer credit was awarded. Since accreditation does not address these questions, this information must be obtained from catalogues and other materials and from direct contact between knowledgeable and experienced faculty and staff at

both the receiving and sending institutions. When such considerations as comparability and appropriateness of credit are satisfied, however, the receiving institution should have reasonable confidence that students from accredited institutions are qualified to undertake the receiving institution's educational program.

Admissions and Degree Purposes

At some institutions there may be differences between the acceptance of credit for admission purposes and the applicability of credit for degree purposes. A receiving institution may accept previous work, place a credit value on it, and enter it on the transcript. However, that previous work, because of its nature and not its inherent quality, may be determined to have no applicability to a specific degree to be pursued by the student.

Institutions have a responsibility to make this distinction, and its implications, clear to students before they decide to enroll. This should be a matter of full disclosure, with the best interests of the student in mind. Institutions also should make every reasonable effort to reduce the gap between credits accepted and credits applied toward an educational credential.

Unaccredited Institutions

Institutions of postsecondary education that are not accredited by COPA-recognized accrediting bodies may lack that status for reasons unrelated to questions of quality. Such institutions, however, cannot provide a reliable third-party assurance that they meet or exceed minimum standards. That being the case, students transferring from such institutions may encounter special problems in gaining acceptance and transferring credits to accredited institutions. Institutions admitting students from unaccredited institutions should take special steps to validate credits previously earned.

Foreign Institutions

In most cases, foreign institutions are chartered and authorized by their national governments, usually through a ministry of education. Although this provides for a standardization within a country, it does not produce useful information about comparability from one country to another. No other nation has a system comparable to voluntary accreditation. The Division of Higher Education of the United Nations Educational, Scientific, and Cultural Organization (UNESCO) is engaged in a project to develop international compacts for the acceptance of educational credentials. At the operational level, four organizations--the Council on International Educational Exchange (CIEE), the National Council on the Evaluation of Foreign Student Credentials (CEC), the National Association for Foreign Student Admissions (NAFA), and the National Liaison Committee on Foreign Student Admissions (NLC)--often can assist institutions by distributing general guidelines on admission and placement of foreign

students. Equivalency or placement recommendations are to be evaluated in terms of the programs and policies of the individual receiving institution.

Validation of Extra-Institutional and Experiential Learning for Transfer Purposes*

Transfer-of-credit policies should encompass educational accomplishment attained in extra-institutional settings as well as at accredited postsecondary institutions. In deciding on the award of credit for extra-institutional learning, institutions will find the services of the American Council on Education's Office of Educational Credit helpful. One of the office's functions is to operate and foster programs to determine credit equivalencies for various modes of extra-institutional learning. The office maintains evaluation programs for formally structured courses offered by the military, and civilian noncollegiate sponsors such as business, corporations, government agencies, and labor unions. Evaluation services are also available for examination programs for occupations with validated job proficiency evaluation systems, and for correspondence courses offered by schools accredited by the National Home Study Council. The results are published in a Guide series. Another resource is the General Education Development (GED) Testing Program, which provides a means for assessing high school equivalency.

For learning that has not been validated through the ACE formal credit recommendation process or through credit-by-examination programs, institutions are urged to explore the Council for Advancement of Experiential Learning (CAEL) procedures and processes. Pertinent CAEL publications designed for this purpose are also listed.

Uses of this Statement

This statement has been endorsed by the three national associations most concerned with practices in the area of transfer and award of credit--the American Association of Collegiate Registrars and Admissions Officers, the American Council on Education/Commission on Educational Credit, and the Council on Postsecondary Accreditation.

Institutions are encouraged to use this statement as a basis for discussions in developing or reviewing institutional policies with regard to transfer. If the statement reflects an institution's policies, that institution might want to use this publication to inform faculty, staff, and students.

It is recommended that accrediting bodies reflect the essential precepts of this statement in their criteria.

* See ACCJC Policy "Credit for Prior Experiential Learning in Undergraduate Programs."

Approved by the COPA Board, October 10, 1978

Approved by the American Council on Education/Commission on Educational Credit, December 5, 1978

Approved by the Executive Committee, American Association of Collegiate Registrars and Admissions Officers, November 21, 1978

CREDIT FOR PRIOR EXPERIENTIAL LEARNING IN UNDERGRADUATE PROGRAMS

(Adopted June, 1980)

The Commission recognizes that undergraduate learning takes place in a variety of ways and settings and covers a broad spectrum of ages and experiences. It further recognizes that college level learning, judged by recognized academic criteria, but based on experiences other than those that occur in an academic setting, may be educationally creditable. Appropriate past learning from specific experiences can be used to undergird or supplement present and future learning beyond the secondary school, provided that such learning is relevant to the goals of the student's education and compatible with the purposes and stated objectives of the institution and its specific programs and curricula.

The institution needs to have a well-defined philosophy regarding the awarding of credit, a clear statement of evaluation procedures, and a definitive plan to evaluate the amount of academic credit to be awarded. It is incumbent upon the chief executive of the institution to review at regular intervals these policies and procedures. In developing and publishing its guidelines and procedures, it is suggested that institutions follow the principles of good practice in assessing experiential learning represented by the Council for the Advancement of Experiential Learning (CAEL).*

The Commission recognizes the awarding of credit for prior learning, that is, credit that has preceded the application for it, provided that:

1. The official publication of the institution includes a statement providing for the award of credit for experiential learning. This statement should include the objectives, policies, procedures, and basis for the award of credit.

2. The student seeking credit for prior experiential learning is matriculated at the institution expected to grant credit. Credit to be awarded must be relevant to the student's approved academic program.

3. The student provides documentation of creditable prior experiential learning. Regular faculty with professional qualifications in the appropriate academic area must provide assessment measurement for competency level and evaluation for amount of credit to be awarded. The documentation provided by the student (often designated as a portfolio) may be used only as a source of information in the evaluation process and not as final evidence that evaluation has been completed. The portfolio facilitates assessment rather than justifying

* Willingham, Warren W., Principles of Good Practice in Assessing Experiential Learning, CAEL, American City Building, Suite 403, Columbia, MD 21044, 1977.

the award of credit. Both the documentation and the evaluation of it must be placed in the student's permanent record file.

4. A panel of full-time faculty holding regular appointments reviews and gives final approval to the documentation for, and the amount of, credit awarded for prior experiential learning. For highly specialized instructional fields, the panel may include both full-time staff and/or an appropriate number of specialists.

5. Before credit for prior experiential learning becomes a part of the student's permanent record, the student completes at the credit-granting institution a sufficient number of units to establish evidence of a satisfactory learning pattern.

6. Only college level learning is creditable, consistent with the academic standards of the institution.

7. Fees charged have a reasonable relationship to the institution's investment of time and resources and are realistically related to the cost of the program. Adequate precautions should be provided to ensure that the payment of fees does not influence the award of credit.

8. Courses or subjects for which credit for prior experiential learning is given are clearly indicated as such on the student's record and transcripts, and the institution is prepared, on request of another institution or agency, to furnish full documentation showing how such learning was evaluated and the basis on which such credit was awarded.

Definition of terms:

Learning: The acquisition of knowledge, appreciation, understanding or skills, which are appropriate to postsecondary education and to degree requirements of institutions of postsecondary education.

Demonstrable: Learning must be demonstrable in the sense that a student can present evidence of learning. The kinds of evidence are numerous and might include written or oral exams, tapes, projects, demonstrations, and performances in a form which permits analysis. The institution has a responsibility to make clear to the student and the accrediting agency the means by which competencies can be acceptably demonstrated.

Portfolio: Information prepared by the student to be used as evidence in the evaluation process to determine any credit which might be awarded for prior experiential learning.

Credit: The translation of prior learning experiences into Carnegie Unit equivalencies.

ACCREDITATION AND COLLECTIVE BARGAINING

(Adopted January, 1982, Revised June, 1987)

The decision to enter into a collective bargaining agreement is institutional, governed by state laws for public institutions and federal laws for non-public institutions. The Accrediting Commission takes no position with respect to a decision to bargain collectively.

Regional accreditation is the educational community's means of self-regulation and institutional evaluation. The process of accreditation provides for validation of the institution's effectiveness in meeting its stated purposes and fulfilling its responsibilities.

In evaluating institutions which have collective bargaining agreements,* the institutional self study, the evaluation team and those responsible for accreditation decisions must consider the relationship of collective bargaining to the quality and effectiveness of the institution. To this end, the Commission requests:

1. Participation by representatives of the entire campus community--administrators, faculty, and support staff--as well as appropriate involvement of trustees and students in the self study.
2. Assessment of the impact of policies and procedures resulting from collective bargaining on the quality and effectiveness of the institution, both by the self study committee and the evaluation team.

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*The Academic Senate for California Community Colleges has provided the following position statement on the respective roles of faculty senates and faculty bargaining units:

> The coming of collective bargaining has, in many instances, divided the role of the faculty into two components, that of the faculty as employees, represented by a collective bargaining agent, and that of faculty in the traditional academic role, represented through faculty senates or faculty councils. All constituents involved in institutional governance need to recognize and delineate these differing roles of faculty representative bodies.
>
> To the extent that the matter under consideration is one of wages, hours, working conditions, or for the general benefit of the faculty as employees, it is clearly in the province of the collective bargaining agent.
>
> To the extent that a matter involves academic and professional issues related to the development and furtherance of educational policy, including, but not limited to, academic standards, accreditation, articulation, credentialing, curriculum, staff development and student services, it is clearly within the province of academic senates or faculty councils. This, in no way, limits the consultation rights of bargaining agents where authorized by statute.

POSTSECONDARY EDUCATIONAL PROGRAMS CONDUCTED BY ACCREDITED OR CANDIDATE INSTITUTIONS ON MILITARY BASES

(Adopted October, 1973, Revised January, 1978)

The regional accrediting commissions are pleased to note that the military services are very much aware of the critical need for well-educated manpower, and fully endorse the development of educational programs on military bases designed to provide for the personal and professional growth of personnel through educational courses and programs in cooperation with accredited and candidate postsecondary institutions.

Institutions are encouraged to cooperate with the military services in designing appropriate courses and programs for both military personnel and also such military-related or civilian personnel as it may be considered feasible to accept. In establishing courses or programs, institutions should recognize that special considerations frequently must be made; e.g., courses designed for the undergraduate on a college campus or for professional preparation in an academic discipline may not adequately meet the needs or capitalize on the experience of military personnel. The usual fixed requirements of residence and traditional methods of accumulating credits may fail to allow for the unique circumstances of the military person. Hence, it is the commissions' view that an institution offering such courses, while holding to the basic quality essential to good educational programs, should feel free to adapt methods, policies, and procedures to the regimen and conditions under which the military student must perform his duties and pursue his studies.

Providing educational opportunities for interested personnel on military bases is a dual responsibility. Certain guides and requisites can be established which may provide both incentive and direction for officers of the military in positions of responsibility on base. Likewise there are helpful guides that might provide direction for those from the college campus responsible for such services. Successful programs in these situations will not be realized unless there is mutual understanding, a sharing of responsibilities, and a marshaling of resources essential for such offerings.

Responsibilities of Institutions

1. Programs offered should relate to the purposes and adhere to the educational standards of the institution.

   Provisions should be made for students to work toward completion of appropriate programs offered by the institution. Without compromising the principle that quality will be equivalent to that on campus, course offerings might be more flexible or nontraditional than those required of the campus student. Thus the educational goal of the military base student might be given special consideration within the general graduation requirements of the institution without depreciation of standards. Although institutions should refrain from

offering work unrelated to either their mission or resources, they may provide service or cultural courses without credit when such experiences can be of personal worth or upgrade competencies required of the military person.

2. In organizing and administering base programs, institutions should take into consideration the uniqueness of military situations.

   The staff member assigned the responsibility of representing an institution in its military base effort must recognize the unique demands of the situation. He must realize that the first demand upon the base personnel is a military commitment, and arrangements for such individuals must fit into this demand. Although organization and administration practices need not duplicate or conform to campus routines, appropriate standards should be maintained.

3. Student personnel policies and services should be such as to facilitate the success of a program on a military base.

   Admission requirements should reflect the demands of postsecondary level studies and degree requirements, and at the same time take into consideration the student's background in terms of equivalencies. Registration procedures should be accommodated to the conditions under which the military work, and counseling services provided by relevantly prepared and experienced individuals. Special provisions should be made for program advising so students may know requirements as well as make adjustments in terms of their own educational goals. Adjustments may need to be made in residence requirements and/or the substitution of courses for transfer credit or degree purposes. Provision should be made for the possibility of advanced placement or credit by examination or evaluation.

4. Both faculty and instruction should be of recognized quality.

   For military base education programs, the faculty are drawn from the cooperating institution, the military base staff, and from other institutions. Qualified specialists without institutional affiliation may also be employed. Instructors must be professionally competent in regard to specific preparation and recent experience. When participating institutions employ faculty from other institutions on a part-time basis, it is recommended that they do so with permission from the faculty members' full-time employer; this will avoid the danger of excessive overloads.

   The quality of instruction should be comparable to that on campus, with the same degree of concern for teaching tools and learning resources. Necessary library materials must be available or accessible. Special provisions may be needed for the completion of course work when students are called from base. Regardless of departures from campus practice, grades should not be given until students meet all course requirements.

5. Integrity among institutions offering programs on a single base is essential.

   Institutions placed in competition with each other in making bids to provide services must guard against the erosion of quality of instruction. To avoid negative aspects of competition, several participating institutions on a base should consult among themselves and with the military education services officer. In all deliberations and negotiations, it is expected that a high degree of integrity will be maintained.

6. Cooperation among institutions is essential whenever an institution from outside the area is invited to or seeks to offer educational programs on a base located within the area of another institution.

   Before bidding or contracting to offer such programs, the outside institution should consult with the institution within whose area the base is located to determine whether the home institution is prepared to offer the desired program. If the home institution is not prepared to offer the service, or is not interested in doing so, it should so indicate to the outside institution in writing, with appropriate provisions for periodic review of the agreement.

Guides and Obligations of the Military

1. The military should not hesitate to initiate negotiations for the purpose of providing educational programs on base.

   When postsecondary educational opportunities are not being provided and when personnel on base express an interest in them, military officials should initiate the action necessary for securing such programs. The leadership should first assess and identify the types of programs and services desired before approaching an institution. It is always helpful to know at the outset precisely what is desired, the approximate number of students that are likely to be involved, and the resources which the base might be able to provide. Education officers should be open in making needs known to interested institutions and in inviting proposals for programs. Memoranda of understanding or contracts should be negotiated directly between military bases and participating institutions. Where possible, it is recommended that such memoranda of understanding or contracts run for more than one year to assure program stability. Perhaps bases could work toward standardization of contracts and thus insure greater consistency in the services provided by an institution.

2. A joint meeting of both institution and base leadership should occur early.

   After the educational needs of base personnel are determined there should be a joint exploration and planning session with base and institution representatives. Such a meeting should define the needs, identify essential resources, describe the general nature of programs

desired, and define the specific responsibilities of all parties. Written agreements should be reached prior to initiation of the program to guide both the base and the participating institution in carrying out the program.

3. The military will have responsibility for supplying certain essential resources.

   In addition to identifying programs desired, the number of persons involved, and the costs, the military should expect to provide certain essentials for such programs on base:

   a. Suitable and adequate classrooms.
   b. Space and facilities for a library or learning center.
   c. Adequate learning resources to support the program.
   d. Laboratory space and essential equipment for courses requiring laboratory experiments.
   e. Other equipment and supplies (e.g., typewriters, business machines, etc.) essential to the courses offered.

   It is the responsibility of the educational institution to notify the military base of additional or extraordinary needs sufficiently in advance to make it possible for the base to fulfill the request.

   The military in most instances will be expected to provide certain initial funds for starting the service.

4. The military must give full support and backing to the program once it is initiated.

   No program will succeed without the continuing support of the post commander, his staff, and the highest officials of the respective service branch. A postsecondary program will also need the attention of an educational officer who is a qualified educator and is given time and staff to manage and evaluate the program and provide essential academic advisement. The educational officer will need the full support of all base officials. The success of such programs is highly dependent upon the experience, leadership, and resourcefulness of such an individual.

5. There is need for greater uniformity of policy and practice among the various branches of the military.

   It has been noted that differences exist in both policy and practice between various branches of the service. The commissions urge that steps be taken toward the following:

   a. Greater commonality in administrative organization of educational programs throughout the services.
   b. More common or comparable scales of tuition support.
   c. More common agreement on what constitutes adequate classroom space and equipment.

Greater uniformity of commitment on the part of the various branches could do much to increase comparability of programs and services among military bases, and would improve efficiency and reduce the administrative burden on institutions providing educational programs to more than one base.

6. On bases where non-military personnel are permitted to take courses, it is understood that the first responsibility in terms of space and instructional services is to the military student. However, the inclusion of community people on a space-available and self-paid basis may be beneficial to all parties concerned and is encouraged.

Evaluation of Educational Programs on Military Bases

1. Educational programs conducted by accredited or candidate postsecondary institutions on a military base should be evaluated by the appropriate regional accrediting commission in conjunction with an institutional evaluation.

   Although informal evaluations may be made by military education staff, it is not appropriate for the military to engage in formally evaluating the programs of an accredited postsecondary institution. It is recommended, however, that appropriate military educational personnel confer with the institution in doing the relevant part of its self-study. An evaluation team may wish to confer with the military regarding the support, resources, and effectiveness of a given program.

2. If an accredited institution offers educational programs on a military base within another accrediting region, the evaluation should be conducted jointly by the affected commissions with primary responsibility vested in the parent commission. In the case of overseas programs conducted outside the United States or its possessions, the evaluation should be conducted by the appropriate regional commission.

3. Those responsible for postsecondary military base programs will be cognizant of and generally expected to meet the appropriate military, state, and regional accrediting commission guidelines for operation of the programs.

Consortia Arrangements

Where two or more institutions are joined together in consortia to provide educational programs on military bases, certain common administrative arrangements and educational policies need to be agreed upon. This can be handled by a consortium board with appropriate representation from each of the participating institutions and the military. Such matters as calendar, admissions, course and degree requirements, transfer of credits, and tuition should be developed.

From the outset the appropriate regional accrediting commission should be notified of and involved in the development of the consortia. Evaluation

of the consortia educational program will be in conjunction with the evaluation and accreditation process with each participating institution. Consortia arrangements will not be independently evaluated for separate accredited status.

CONTRACTUAL RELATIONSHIPS WITH NON-REGIONALLY ACCREDITED ORGANIZATIONS

(Adopted March, 1973)

No postsecondary educational institution accredited by a regional institutional accrediting commission can lend the prestige or authority of its accreditation to authenticate courses or programs offered under contract with organizations not so accredited unless it demonstrates adherence to the following principles:

1. The primary purpose of offering such a course or program is educational. (Although the primary purpose of the offering must be educational, what ancillary purposes also provide the foundation for the program or course such as auxiliary services, anticipated income, and public relations?)

2. Any course offered must be consistent with the institution's educational purpose and objectives as they were at the time of the last evaluation. If the institution alters its purpose and objectives, the regional commission must be notified and the policy on substantive change applied. (How does the institution define the specific relationship between the primary and ancillary purposes and the contracted service and how does it demonstrate its capability to attain these purposes?)

3. Courses to be offered and the value and level of their credit must be determined in accordance with established institutional procedures, and under the usual mechanisms of review. (What evidence exists that established institutional procedures have been followed?)

4. Courses offered for credit must remain under the sole and direct control of the sponsoring accredited institution, which exercises ultimate and continuing responsibility for the performance of these functions as reflected in the contract, with provisions to assure that conduct of the courses meets the standards of its regular programs as disclosed fully in the institution's publications, especially as these pertain to:

   a. Recruitment and counseling of students.
   b. Admission of students to courses and/or to the sponsoring institution where credit programs are pursued.
   c. Instructions in the courses.
   d. Evaluation of student progress.
   e. Record keeping.
   f. Tuition and/or fees charged, receipt and disbursement of funds, and refund policy.
   g. Appointment and validation of credentials of faculty teaching the course.
   h. Nature and location of courses.
   i. Instructional resources, such as the library.

Additional data needed would include course outlines, syllabi, copies of exams, records of students, and evidence of equivalencies with established programs.

In establishing contractual arrangements with non-regionally accredited organizations, institutions are expected to utilize the following guidelines. The not-for-profit institution should establish that its tax-exempt status, as governed by state or federal regulations, will not be affected by such contractual arrangements with a for-profit organization.

The Contract

1. Should be executed only by duly designated officers of the institution and their counterparts in the contracting organization. While other faculty and administrative representatives will undoubtedly be involved in the contract negotiations, care should be taken to avoid implied or apparent power to execute the contract by unauthorized personnel.

2. Should establish a definite understanding between the institution and contractor regarding the work to be performed, the period of the agreement, and the conditions under which any possible renewal or renegotiation of the contract would take place.

3. Should clearly vest the ultimate responsibility for the performance of the necessary control functions for the educational offering with the accredited institution granting credit for the offering. Such performance responsibility by the credit granting institution would minimally consist of adequate provisions for review and approval of work performed in each functional area by the contractor.

4. Should clearly establish the responsibilities of the institution and contractor regarding:

   a. Indirect costs
   b. Approval of salaries
   c. Equipment
   d. Subcontracts and travel
   e. Property ownership and accountability
   f. Inventions and patents
   g. Publications and copyrights
   h. Accounting records and audits
   i. Security
   j. Termination costs
   k. Tuition refund
   l. Student records
   m. Faculty facilities
   n. Safety regulations
   o. Insurance coverage

Enrollment Agreement

1. The enrollment agreement should clearly outline the obligations of both the institution and the student, and a copy of the enrollment agreement should be furnished to the student before any payment is made.

2. The institution should determine that each applicant is fully informed as to the nature of the obligation he is entering into and as to his responsibilities and his rights under the enrollment agreement before he signs it.

3. No enrollment agreement should be binding until it has been accepted by the authorities of the institution vested with this responsibility.

Tuition Policies

1. Rates

   a. The total tuition for any specific given course should be the same for all persons at any given time. Group training contracts showing lower individual rates may be negotiated with business, industrial, or governmental agencies.

   b. Tuition charges in courses should be bona fide, effective on specific dates, and applicable to all who enroll thereafter or are presently in school, provided the enrollment agreement so stipulates.

   c. All extra charges and costs incidental to training should be revealed to the prospective student before he is enrolled.

   d. The institution should show that the total tuition charges for each of its courses is reasonable in the light of the service to be rendered, the equipment to be furnished, and its operating costs.

2. Refunds and Cancellations

   a. The institution should have a fair and equitable tuition refund and cancellation policy.

   b. The institution should publish its tuition refund and cancellation policy in its catalog or other appropriate literature.

3. Collection Practices

   a. Methods used by an institution in requesting or demanding payment should follow sound ethical business practices.

   b. If promissory notes or contracts for tuition are sold or discounted to third parties by the institution, enrollees or their financial sponsors should be aware of this action.

Student Recruitment

1. Advertising and Promotional Literature

   a. All advertisements and promotional literature used should be

truthful and avoid leaving any false, misleading, or exaggerated impressions with respect to the school, its personnel, its courses and services, or the occupational opportunities for its graduates.

b. All advertising and promotional literature used should clearly indicate that education, and not employment, is being offered.

c. All advertising and promotional literature should include the correct name of the school. So-called "blind" advertisements are considered misleading and unethical.

2. Field Agents

a. An institution is responsible to its current and prospective students for the representations made by its field representatives (including agencies and other authorized persons or firms soliciting students), and therefore should select each of them with the utmost care, provide them with adequate training, and arrange for proper supervision of their work.

b. It is the responsibility of an institution to conform to the laws and regulations of each of the states in which it operates or solicits students, and in particular to see that each of its field representatives working in any such state is properly licensed or registered as required by the laws of the state.

c. If field representatives are authorized to prepare and/or run advertising, or to use promotional materials, the institution should accept full responsibility for the materials used and should approve any such in advance of their use.

d. When field representatives are authorized to collect money from an applicant for enrollment, they should leave with the applicant a receipt for the money collected and a copy of the enrollment agreement.

e. No field representative should use any title, such as "counselor," "advisor," or "registrar," that tends to indicate that his duties and responsibilities are other than they actually are.

f. No field agent should violate orally any of the standards applicable to advertising and promotional material.

ACCREDITATION OF UNITED STATES INSTITUTIONS OUTSIDE THE UNITED STATES

(Adopted October, 1968)

Nonprofit institutions of higher education established by and intended primarily to serve United States nationals outside the United States and its territories will be considered by ACCJC only if they are chartered or approved in states which are part of the Western Association area (California and Hawaii).

Institutions so accredited will be accorded the rights and privileges of membership in the regional association. Their names will appear on the national list of accredited institutions published by COPA.

COLLEGIATE ATHLETICS

(Adopted January, 1982)

The primary concern of an educational institution is its educational effectiveness. An evaluation of that effectiveness therefore rests upon the contribution of each of its programs toward achieving the educational objectives of the institution as a whole.

Consequently the evaluation of collegiate athletics begins with the definition of the program's objectives. They need to be published, clearly understood, and faithfully observed as a guide for action. Obviously they must be consonant with the aims of the institution itself and with the fundamental purposes of higher education. Their emphasis should be upon the welfare of the participants and of as many of the other students as possible.

The statement of objectives should represent the concerted view of the faculty, administration, and trustees, and therefore should be prepared and approved cooperatively by all components. The objectives need to be reviewed from time to time to ensure that they represent the current position of the institution and sound educational policy, and that everyone concerned understands and is governed by them.

Sports and athletics of all kinds--intercollegiate, intramural, and recreational--are and will continue to be as rooted in our educational institutions as they are in American society. Thus, they deserve attention by the accrediting process as essential elements related to the quality and integrity of higher education. The issue is not whether there should be athletics programs, but rather that they be conducted in a manner consistent with an institution's published objectives and educational mission.

Intercollegiate programs should not be favored to the detriment of appropriate intramural and recreational athletics programs on a campus.

Organization

While organizational details such as status of coaches and athletic directors will vary with local conditions, ultimate responsibility for all programs rests with the chief executive officer of the institution and the governing board. In the institutional governance structure, the committee overseeing athletic programs should involve representatives of appropriate constituencies including faculty, students, and administrators.

Finance

All expenditures for an income from athletics, from whatever source, and the administration of scholarships, grants-in-aid, loans, and student employment, should be fully controlled by the institution and be included in its regular budgeting, accounting, and auditing procedures.

COMMISSION MEMBERSHIP AND PROCEDURES
(Adopted January, 1985)

Commission Membership

Commissioners other than state system representatives are appointed for overlapping three-year terms in accordance with WASC Constitution Article III, Section 3b. Appointments are limited to two three-year terms, unless the person is elected an officer, in which case an additional three-year term may be served.

If a Commissioner because of a change of status does not meet the requirement for the category to which appointed, a replacement appointment shall be made, effective on July 1 following the change.

Replacement appointments made for any reason shall be for the unexpired term.

Commission Officers

The officers shall consist of a chairperson and a vice chairperson elected annually by the Commission. The term of office is limited to two years. The vice chairperson shall represent a different constituency from the chairperson and shall serve as chair-elect. Officers shall be elected from Commissioners serving three-year terms.

Conflict of Interest

Commissioners shall absent themselves from the meeting when an institution with which they have any formal relationship is under review.

Commissioners who have participated as a team member in an institutional evaluation may take part in the Commission review but shall not participate in the vote.

EVALUATION TEAM ASSOCIATES
(Adopted January, 1985, Revised June, 1987)

An evaluation team associate serves in a confidential capacity with the team, has access to all materials connected with the evaluation, is included in all the team's conferences, but does not contribute formally to the team's evaluation report or to its recommendation concerning accreditation. Institutions preparing for an accreditation review often find it useful to send an administrator or faculty person as an associate during the year preceding their own evaluation visit. The associate appointment itself provides a valuable professional experience for any educator.

Expenses incurred by an associate are to be covered by the associate or by the institution or organization that requested that the associate participate with the team.

PART IV — APPENDIX

ACCREDITATION AGENCIES AND RELATED ORGANIZATIONS

1. Western Association of Schools and Colleges*

The Western Association of Schools and Colleges (WASC) is one of six regional accrediting associations that cover the United States, whose purpose is continual improvement of education and cooperation among educational institutions and agencies.

WASC was formed July 1, 1962, for the purpose of evaluation and accreditation of schools, colleges, and universities in California, Hawaii, and Pacific Island areas.

WASC functions through a board of directors and three accrediting commissions. The board of directors consists of nine members, three of whom are elected by each of the WASC commissions. The board annually elects one of its members to be chairperson of the board and president of the Western Association of Schools and Colleges. It also elects a secretary-treasurer, who is usually the executive director of one of the three accrediting commissions.

The board of directors and the secretary-treasurer are responsible for the annual publication of the WASC Directory, which lists WASC-accredited and candidate institutions.

Each commission develops its own standards, procedures and fiscal policies, under the authority of and subject to the approval of the WASC Board of Directors.

Those institutions which have been evaluated by commissions and have received approval are accredited by WASC. Any such accreditation shall cease whenever an institution is dropped from the accredited list of the association, or fails to pay its annual fees, or requests in writing that its accreditation be terminated.

*For the list of WASC candidate and accredited institutions, see the official WASC Directory.

The three accrediting commissions of the Western Association of Schools and Colleges are:

a. Accrediting Commission for Senior Colleges and Universities

Dr. Kay J. Andersen is the Executive Director, and the Commission maintains an office on the campus of Mills College. The mailing address is Post Office Box 9990, Oakland, California 94613. The telephone number is (415) 632-5000.

b. Accrediting Commission for Community and Junior Colleges

Dr. John C. Petersen is the Executive Director, and the Commission office is located at 9053 Soquel Drive, Aptos, California 95003. The mailing address is Post Office Box 70, Aptos, California 95001. The telephone number is (408) 688-7575.

c. Accrediting Commission for Schools

Dr. Donald E. Halverson is the Executive Director. The Commission office is at 1606 Rollins Road, Burlingame, California 94010. The telephone number is (415) 697-7711.

2. Other Regional Commissions in the United States

Middle States Association of Colleges and Schools, Commission on Higher Education, 3624 Market Street, Philadelphia, Pennsylvania 19104. Telephone (215) 662-5606. Executive Director, Robert Kirkwood.

New England Association of Schools and Colleges, Commission on Institutions of Higher Education, Charles M. Cook, Director of Evaluation; Commission on Vocational, Technical, Career Institutions, Daniel S. Maloney, Director of Evaluation. The Sanborn House, 15 High Street, Winchester, Massachusetts 01890. Telephone (617) 729-6762.

North Central Association of Colleges and Schools, Commission on Institutions of Higher Education, 159 North Dearborn Street, Chicago, Illinois 60601. Telephone (312) 263-0456.

Northwest Association of Schools and Colleges, Commission on Colleges, 3700-B University Way, N.E., Seattle, Washington 98105. Telephone (206) 543-0195. Executive Director, James F. Bemis.

Southern Association of Colleges and Schools, Commission on Colleges, James T. Rogers, Executive Director; Commission on

Occupational Education Institutions, Kenneth W. Tidwell, Executive Director. 795 Peachtree Street, N.E., Atlanta, Georgia 30365. Telephone (404) 897-6126.

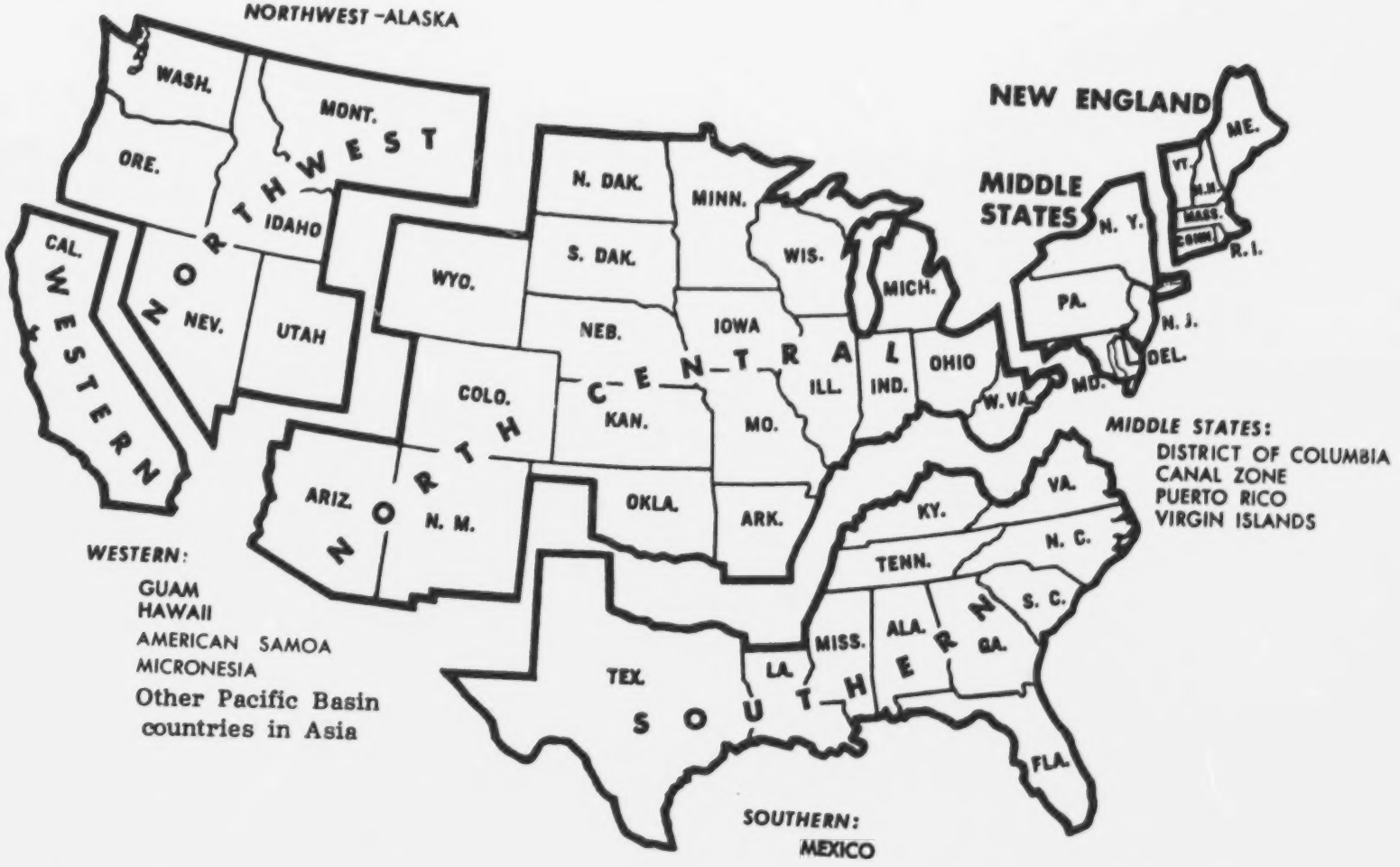
3. The Council on Postsecondary Accreditation (COPA)

COPA is a non-governmental organization intended to foster and facilitate the role of all recognized postsecondary accrediting agencies in promoting and ensuring the quality and diversity of American postsecondary education. The accrediting agencies, while established and supported by their institutions, are intended to serve the broader interests of society as well. To achieve these ends, COPA recognizes, coordinates, and periodically reviews the work of its member accrediting agencies, determines the appropriateness of existing or proposed accrediting activities and performs other related functions in accord with its bylaws.

The endorsement and certification of regional accrediting by COPA reflects the long-standing reciprocity among the regional associations in recognition of accredited status. Candidacy or accreditation of an institution by one regional agency has long been accepted and respected in the other regions as evidence that the institution's performance in the accomplishment of its purposes is satisfactory. The publication of a national list of candidate and accredited institutions by COPA places general institutional accreditation in a national as well as a regional context.

COPA's activities are managed by its board, which is composed of public representatives and representatives from regional accrediting commissions of higher education, specialized postsecondary agencies and national education associations.

The President of COPA is Dr. Thurston E. Manning, and the office is located at One Dupont Circle, Suite 305, Washington, D.C. 20036. Telephone (202) 452-1433.



REGIONAL ASSOCIATIONS OF THE UNITED STATES

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CONSTITUTION

(As Amended, June 1987)

ARTICLE I. Name and Purpose

This organization shall be entitled WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES. Its purpose is to promote the welfare, interests, and development of elementary, secondary, and higher education through (1) improvement of educational programs, (2) close cooperation among the schools, colleges, and universities within the territory it undertakes to serve, (3) certification of accreditation or candidacy status, and (4) effective working relationships with other educational organizations and accrediting agencies.

ARTICLE II. Accrediting Region and Certification

Section 1. The accrediting region of the Association consists of the states of California and Hawaii, the territories of Guam, American Samoa, Federated States of Micronesia, Republic of Palau, Commonwealth of Northern Marianas Islands, the Pacific Basin, and East Asia, and areas of the Pacific and East Asia where American-International schools or colleges may apply, and such other areas as may apply to it for service, subject to approval by the Board of Directors.

Section 2. Any university, college, or school shall be certified by the Board of Directors as a candidate or accredited institution upon report of action taken by the appropriate Accrediting Commission. Any such certification shall cease whenever an institution resigns, is dropped from the accredited or candidate list of the Association, or fails to pay its annual fees by the date set by the appropriate Accrediting Commission for payment.

ARTICLE III. Organization

Section 1. The Board of Directors shall consist of nine persons, three to be selected for staggered three-year terms from and by each of the three Accrediting Commissions hereinafter named and described. One of each Commission's appointees shall be its Chair or Assistant/Vice Chair. The Board shall elect its Chair from among its members for a one-year term. The Chair may be re-elected for one additional one-year term, but may not serve more than two such terms in succession. The Chair of the Board shall be the President of the Association. The Secretary-Treasurer of the Association shall be selected by the Board.

Section 2. The Board of Directors shall meet annually at such time as may be determined by the Board, and may hold other meetings at

the call of the Chair or on the request of any three members of the Board of Directors.

Section 3. There shall be three Accrediting Commissions, as follows:

a. Accrediting Commission for Senior Colleges and Universities.

This Commission shall consist of members appointed for overlapping three-year terms by the Western College Association, one of whom shall be named Chair. One member shall be appointed from either the present or former Commission membership by the Accrediting Commission for Community and Junior Colleges. One member shall be appointed from either the present or former Commission membership by the Accrediting Commission for Schools. The Pacific Basin, the Northwest region, and the general public shall also be represented. The President of the Western College Association is an ex officio member.

Nominations for members of the Commission shall be solicited from member institutions by a Nominating Committee, appointed by the Western College Association Executive Committee and composed of: the President Elect of the Western College Association, the Chair of the Commission, the Western College Association Executive Secretary-Treasurer, and faculty, administrative, and public representatives. The Executive Committee shall ensure that there is a balance on the Nominating Committee among public and independent institutions.

Members of the Commission shall be allowed to complete their terms upon retirement from their institutions. Non-public Commissioners who lose their institutional base for any reason or who move out of the WASC region or the Northwest region, in the case of members appointed from that region, shall be ineligible to serve beyond the end of the academic year.

b. Accrediting Commission for Community and Junior Colleges.

This Commission shall consist of seventeen members. The Chancellor for California Community Colleges and the President of the University of Hawaii shall each appoint one member. The Accrediting Commission for Senior Colleges and Universities, and the Accrediting Commission for Schools shall each appoint a present or former member from their respective commissions. The remaining members, selected for overlapping three-year terms, shall be nominated by a special Nominating Committee and appointed by the WASC Board of Directors. At least five of the appointments shall be faculty; at least three of the appointments shall represent the public interest (with at least one having community

college governing board experience); at least one of the appointments shall represent the independent institutions, and one shall represent institutions in the Pacific Basin. The Nominating Committee shall consist of six members, two of whom shall be faculty, two administrators, and two public. The Commission Chair shall appoint two of these members from the Commission. The Academic Senate for California Community Colleges, the California Chief Executive Officers, and the California Community College Trustees shall appoint respectively whatever additional faculty, administrative, and public members are required to complete the composition of the six-member committee. The Commission shall elect its own Chair.

c. Accrediting Commission for Schools.

This Commission shall consist of twenty-one persons selected for staggered three-year terms. Public school representatives shall be appointed as follows: Seven by the Association of California School Administrators (including representation from the district office level and school-site level); one by the California Teachers' Association; one by the California Federation of Teachers; one by the California Department of Education; one by the Department of Education, State of Hawaii; one school site administrator by the Hawaii Government Employees' Association. Private school representatives shall be appointed as follows: One by the California Association of Independent Schools; one by the Hawaii Association of Independent Schools; two by the Western Catholic Educational Association; and one by the Seventh-day Adventists. Public representatives shall be appointed as follows: One school board member by the California School Boards' Association; one parent by the California Congress of Parents and Teachers. The Accrediting Commission for Senior Colleges and Universities and the Accrediting Commission for Community and Junior Colleges shall each appoint a representative to the Commission. The Commission shall elect its own Chair.

Section 4. The Executive Director of each Accrediting Commission shall be appointed by the Commission. Changes in the size and composition of each Accrediting Commission may be made by the Commission with the approval of the Board of Directors. The composition of each Accrediting Commission shall be published in the annual Directory of the Association.

Section 5. Recognizing that the Board of Directors retains ultimate authority over administrative structures, budgets, fiscal policies, contracts and leases, including those entered into by the Accrediting Commissions, the Board may delegate actual management over such matters, including the actual review and approval of such matters, to the Commissions to the extent it deems prudent.

Section 6. Action taken by any Commission to deny or withdraw accreditation or candidacy shall be reported in writing to the WASC Board at its annual meeting.

ARTICLE IV. Criteria for Certification

Section 1. Each of the Accrediting Commissions shall adopt its own criteria, subject to the approval of the Board of Directors of the Association. The criteria shall provide for the evaluation of each institution on the basis of the degree to which it is accomplishing the purposes and functions outlined in its own statement of objectives, and on the appropriateness of those purposes and functions for an institution of its type.

Section 2. The actions by each Accrediting Commission, subject to its review procedures and the appeals procedures provided for in Article VI, shall be final and shall be certified by the Board of Directors.

ARTICLE V. Duties of Officers

Section 1. The Chair of the Board of Directors shall preside at all meetings of the Board and shall have the right to vote on all issues that come before the Board for decision. As President of the Association, he/she shall be the official spokesperson for the Association, representing the Association in accord with policies established by each of the three Accrediting Commissions and the Board.

Section 2. The Secretary-Treasurer shall serve as the Secretary of the Board of Directors and shall maintain a complete file of Minutes and Board decisions. He/she shall receive from the Directors of the three Accrediting Commissions the lists of accredited and candidate institutions and shall provide for the publication of a total Association list of accredited and candidate institutions at least once each year.

Section 3. The Director of each of the three Accrediting Commissions shall maintain a careful record of the actions and decisions of the Commission, shall be responsible under the Commission's direction for the scheduling of accreditation visits, appointment of visiting committees, distribution of necessary accreditation materials, and for such other matters as the Commission may delegate to the Director for the effective administration of the accreditation program. Following each meeting of the Commission at which accreditation decisions are made, the Director shall promptly notify the Secretary-Treasurer of the Board of Directors of all changes in the list of accredited and candidate institutions. At its annual meeting the Board of Directors shall certify the list of accredited and candidate institutions submitted by each Accrediting Commission.

ARTICLE VI. Appeals

Section 1. The WASC Board of Directors shall elect annually a WASC Hearing Panel from which shall be selected a Hearing Board established for the purpose of deciding appeals by any institution against the decision of any of the WASC Commissions denying or withdrawing accreditation or candidacy. This Panel shall consist of twenty persons as follows: (1) five from elementary/secondary schools; (2) five from junior or community colleges; (3) five from senior colleges and universities; and (4) five lay members of governing boards. None of the twenty shall be a current member of an Accrediting Commission.

a. The Hearing Board shall consist of five persons, including at least one person from each of the above categories, selected on random basis from the Hearing Panel and appointed, after such selection, by the WASC President. None of those selected shall have been involved in the accreditation process which resulted in the appea The Hearing Board shall elect its Chair from its own membership. Each member, including the Chair, shall have one vote.

b. Hearing Board members to replace those who are absent or have a conflict of interest shall be selected on the same random basis and appointed by the WASC President from the remaining members of the Hearing Panel.

c. An institution making an appeal shall assume the necessary costs of the Hearing Board and shall deposit at the time it files its appeal an amount to be established annually by the WASC Board of Directors [eight thousand dollars ($8,000)] with the Secretary-Treasurer of the Western Association of Schools and Colleges. In the event the necessary costs exceed the amount of the deposit, the institution shall be responsible for the balance or, in the event the deposit exceeds the necessary costs, the institution shall receive a refund in the amount of the difference.

Section 2. If an institution, after availing itself of any review or appeal procedures of its appropriate Commission, still believes itself aggrieved by that Commission's denial or withdrawal of candidacy or accreditation, its governing board may appeal such action within thirty (30) calendar days of receipt of notice thereof to the President of the Western Association of Schools and Colleges through the appropriate Commission's Executive Director. During the period up to and including the appeal, the institution's status with the Commission shall remain the same as it was prior to the decision being appealed.

a. The President of the Western Association of Schools and Colleges shall then arrange a hearing at the earliest practicable date for the representatives of the institution before the Association's Hearing Board, established for this

purpose as prescribed in Article VI, Section 1, of this Constitution.

b. This hearing shall be informal and conducted under rules and procedures established by the WASC Board of Directors. Those testifying shall not be placed under oath. Legal counsel may be present as advisors but they shall not conduct the case as in a formal judicial proceeding.

c. At least twenty (20) calendar days before the time set for the hearing of such an appeal, the President (or Secretary-Treasurer) of the Western Association of Schools and Colleges shall cause notice of the time and place of the hearing to be mailed by registered or certified mail, return receipt requested, to the chairman or president of the governing board of the institution with a copy to the chief executive. Proof of notice shall be made at the hearing.

d. Subject to limitations set forth below, representatives of the institution shall have an opportunity to present written documents, other evidence on the institution's behalf, oral testimony, and arguments. Representatives of the appropriate Commission and of the evaluation team shall have a similar opportunity to present evidence, oral testimony, and arguments on the Commission's behalf.

e. The Hearing Board, in addition to considering evidence adduced at the hearing, will also consider the institution's self-study report, the evaluation team report, and all other material relied upon by the Commission in reaching the decision which is being appealed, including the reports filed as a result of any internal Commission appeal process.

f. The appeal shall be based on one or more of the following grounds: (1) there were errors or omissions in carrying out prescribed procedures on the part of the evaluation team and/or the Commission which materially affected the Commission's decision; (2) there was demonstrable bias or prejudice on the part of one or more members of the evaluation team or Commission which materially affected the Commission's decision; (3) the evidence before the Commission prior to and on the date when it made the decision which is being appealed was materially in error; or (4) the decision of the Commission was not supported by substantial evidence.

g. The appeal shall be heard on the record and confined to actions taken by the institution and the Commission up to and through the date of the Commission decision which is being appealed. Only information and material before the Commission up to and through the date of the Commission's decision that is being appealed may be introduced, including

that which was reviewed as part of the Commission's internal appeal process.

h. The Hearing Board shall make its decision by a vote of the majority on the basis of the admissible evidence and arguments presented to it at the hearing.

(1) If the Board finds for the institution on one or more of grounds (1) through (3) of Section 2f above, the Board shall remand the case to the appropriate Commission for reconsideration.

(2) If the Board finds for an institution on ground (4) of Section 2f above, it shall either remand the case to the appropriate Commission for reconsideration or, in the appropriate instance, grant the appeal and direct the Commission to take action which will effectuate the decision at its next meeting.

(3) If it finds against the institution on any of the four grounds in Section 2f above, it shall deny that portion of the appeal which is based on that ground.

(4) If the Board orders reconsideration, the appropriate Commission shall reconsider the matter according to procedures it may adopt for this purpose. The Commission's decision following such reconsideration shall be final.

i. At the conclusion of its deliberations, the Hearing Board shall issue its decision and the reasons therefor within forty-five (45) calendar days and inform, by registered or certified mail, return receipt requested, the President of the Western Association of Schools and Colleges, the chairman of the governing board of the institution, and the Executive Director of the Commission concerned. Such decision shall be final.

ARTICLE VII. Financing

Financial support for the work of the Board of Directors of the Association shall be obtained by equal assessment on each of the three Accrediting Commissions.

ARTICLE VIII. Amendments

Proposed amendments to this Constitution may originate with any of the Commissions or with the Board of Directors. Such proposed amendments, except those relating to the size and composition of a Commission (See ARTICLE III, Section 4.), shall become effective upon approval by a two-thirds vote of each of the three commissions and of the Board of Directors.

GLOSSARY OF DEFINITIONS AND ACRONYMS

Academic Credit: Credit applicable toward a degree or certificate at the institution awarding it, accepting it on transfer, or acknowledging equivalency from learning experience adequately substantiated.

Accreditation: A voluntary process involving an association of schools and colleges to encourage high standards of education. Accreditation indicates that the Accrediting Commission judges that an institution is guided by well-defined and appropriate goals, that it has established conditions and procedures under which its goals can be realized, that it is accomplishing them substantially, that it is so organized, staffed and supported that it can be expected to continue to do so, and that it meets the standards of the Commission.

ACCJC: Accrediting Commission for Community and Junior Colleges.

ACSCU: Accrediting Commission for Senior Colleges and Universities.

Administration: Those personnel identified by title who have defined responsibilities for direction and supervising institutional functions.

Admissions Policy: The rationale which determines the applicants who shall be admitted to an institution. Consideration is given to the role assigned to the institution by its governing body; the programs, resources, and facilities of the institution; and the qualifications and goals of the applicant.

AICPA: American Institute of Certified Public Accountants. Publishes the guide, "Audits of Colleges and Universities."

ALO: Accreditation Liaison Officer. The individual in an institution assigned to carry on most continuing relations with the Commission. See policy on "Institutional Accreditation Liaison Officer," page 62.

Appeal: An appeal from Commission decision to a panel in accordance with due process described in the Constitution and Bylaws of the Association (see Policy on "WASC Appeals Procedures," page 109).

Appropriate: Term used to indicate a judgmental matter, possibly debatable or subject to differences of educated opinion, i.e., student services appropriate to a particular clientele; depth of content appropriate to a particular level.

Articulation: The process of reaching agreement between institutions or units of institutions so that individual students may pursue a course of study without duplication of courses or levels of competency.

CACC: California Association of Community Colleges (formerly CCJCA).

Calendar: The institution's scheduling arrangement for classes, i.e., quarter, semester, summer, intersessions, etc.

Candidate: Candidate for Accreditation is a status of preliminary affiliation with the Commission, initially awarded for two years, following a specified procedure for institutional self-study and on-site visitation. Candidacy is subject to renewal. Candidacy is not accreditation and does not assure eventual accreditation. It is an indication that the institution is progressing toward accreditation.

Catalog: The official bulletin or college publication stating admission and graduation requirements, majors, minors, current course offering, costs, faculty, and all other significant information necessary for an accurate understanding of the institution.

CEO: Chief executive officer of a district or system.

College: Generic term to denote any of the postsecondary educational institutions; in this Handbook it is used as a synonym for "institution."

Commission: The Accrediting Commission for Community and Junior Colleges.

Complaint: In WASC terms, a written complaint to the Commission against an institution. See Policy on "Special Institutional Reviews and Consideration of Complaints," page 65.

Contract Education: Classes or services offered by a college in fulfillment of a contract with a public or private agency, a corporation, an association, or other body or person.

COPA: The Council on Postsecondary Accreditation. A national organization representing institutional and specialized accrediting agencies and the general public.

Course: A single subject described in college catalog or bulletin.

Credit, Unit of: A quantification of student learning. One semester unit represents what a typical student might be expected to learn in one week (40-45 hours including class time and preparation) of full-time study. Thus a six week summer session might, if full-time, equate to six units.

District Office: A central administrative and coordinating agency, responsible for the activities of two or more community colleges. (See also "System.")

Executive Director: The chief full-time officer of the Commission.

Faculty: Teaching and other professional personnel including librarians, counselors, and similar professional specialists in non-administrative positions.

Fifth-Year Review: A brief report with a limited visit for institutions on the ten-year review cycle. Not to be confused with comprehensive self-studies and team visits.

FIPSE: Fund for the Improvement of Postsecondary Education.

FRACHE: Federation of Regional Accrediting Commissions of Higher Education. An organization of regional commissions, replaced in 1975 by the Council on Postsecondary Accreditation.

Level: Refers to placement of students at a certain level of college work, i.e., first two years or Associate degree.

Outcomes: See student outcomes.

Policy: A written statement approved by the Commission. See pages 51-100.

President: A generic term signifying the chief executive of an institution. Provost, director, etc, may be substituted.

Probation: A negative status assigned to an institution because of failure to comply with Commission standards or requirements. See policy on "Negative Actions of the Commission," page 69.

Program: A systematic, usually sequential, grouping of courses, forming a considerable part, or all, of the requirements for a degree or credential. May refer to the total educational offering of an institution.

Review: Upon request by an institution, reexamination by the Commission of a negative action taken by it.

Show Cause: A negative status including a specific date when candidacy or accreditation will be withdrawn if certain conditions are not met. See policy on "Negative Actions of the Commission," pages 69-70.

Staff: All employed personnel (the inclusive term).

Student Outcomes: The effects that an institution has upon students.

Substantive Change: See policy, page 67.

Support Staff: Personnel in positions that do not require certification (in those states with certification laws). Usually includes office workers, fiscal specialists, maintenance personnel, technicians, and aides.

System: A central administrative and coordinating agency, responsible for the activities of a number of colleges, sometimes both senior colleges and community colleges.

Team (also "Visiting Team" or "Evaluation Team"): A group assigned to review an institution's self study, to visit the institution for on-site validation of the self study, and to report to the Commission its findings and recommendations in a written evaluation report.

WASC: Western Association of Schools and Colleges.

INDEX

Academic Freedom 25
Academic Records 27-28
Academic Senate 46-47, 86
Accreditation, Achieving and Maintaining 1-6
Accreditation, Conditions for Eligibility 1-2
Accreditation, Outside United States 97
Accreditation, Regional 101-104
Accreditation and Nontraditional Study 77
Accredited Status 6
Accrediting Commission for Schools 53, 102, 107
Accrediting Commission for Senior Colleges and Universities . 53, 102, 106
Administration 44-48
Admissions Policy 27
Affirmative Action ii
Appeal to Commission, see Review of Commission Actions 8
Appeal to WASC Board 109-111
Appendix 101
Associate 100
Audit, Independent Professional 2, 41

Board (of Trustees), in Governance 44-45
Board of WASC 101, 105-106
Budget 40-42
Business Management 41-42

Calendar 113
California Association of Community Colleges (CACC) 113
Candidacy, Candidate 1-5
Candidacy, Reapplication 5
Candidacy, Revocation of 70
Candidate Institutions, Procedures for 5
Catalog 16-17
Change, Substantive 67
Collective Bargaining 46-47, 86
Commission, Code of Good Practice and Ethical Conduct 56-58
Commission Decisions on Institutions 68
Commission Meetings, Public Access Policy 55
Commission Selection 106-107
Community Services 31-33
Complaints, Consideration of and Special Institutional Reviews . . . 65-66
Confidentiality and Disclosure of Information 75
Conflict of Interest, Commission 63-64
Contracts, Contractual Courses and Programs 18-19
Contractual Relationships with Non-Regionally
Accredited Organizations 93-96
Coordination among WASC Commissions 53
Council on Postsecondary Accreditation (COPA) 103
Credit 17, 113
Credit for Prior Experiential Learning 84-85

Deferral of Candidacy or Accreditation 69
Denial of Candidacy or Accreditation 69
Disclosure and Confidentiality of Information 75
District, see System

Educational Planning and Evaluation 15-16
Educational Programs 14-22
Eligibility, Review of and Report on 3
Ethics and Integrity, Commission Procedures in Matters of Institutional 59

Facilities, Physical 40-
Faculty 23-
Faculty Council 46
Faculty, in Governance 46
Financial Resources 4

General Education, Requirements in Specialized Programs . . . . .
Glossary of Definitions and Acronyms 112-11
Goals and Objectives, Institutional 12-13
Governance 44-48

Integrity, Institutional 63-64

Learning Resources 34-37
Liaison Officer 62
Library Resources, See Learning Resources

Mandatory Requirements of Institutions 5
Middle States Association of Colleges and Schools (MSACS) 102
Military Base Programs 87-92

Negative Actions 69-70
New England Association of Schools and Colleges (NEASC) 102
Non-Credit Programs 19
Nondiscrimination, see Affirmative Action
Nontraditional Study 77-78
North Central Association of Colleges and Schools (NCACS) 102
Northwest Association of Schools and Colleges (NWASC) 102

Observers on Visiting Teams, see Associates
Off-Campus Programs 17-18

Periodic Review 7
Physical Resources 38-39
Policies, Commission 52-100
Probation 69
Public Access Policy 55
Purposes of Institutional Accreditation 52

Reapplication for Candidacy or Accreditation 5
Refunds, Student Fees 17
Regional Associations 102-103
Regional Associations, Map 104
Relationship Between General and Specialized Agencies 54
Resources, Learning 34-37
Resources, Physical 38-39
Review and Appeal 8, 109-111
Review of Commission Actions 71-74

Show Cause 69-70
Southern Association of Colleges and Schools (SACS) 102-103
Specialized Programs, General Education Requirements 76
Staff, Institutional 23-26
Standards 9-50
Standards, Use of 10
Student Evaluation 17
Student Grievances and Refunds 12, 18
Student Services 27-30
Students, in Governance 47
Substantive Change 67
Support Staff, in Governance 47
System and Institutional Accreditation 60-61
System or District Relationships 49-50

Termination of Accreditation 8, 59, 70
Transfers from Unaccredited Institutions 81

Warning 69
WASC Appeal, see Appeal to WASC Board and
Appeals Procedures, WASC
Western Association of Schools and Colleges (WASC) 101
Western Association of Schools and Colleges Constitution 105-111

A HANDBOOK FOR EVALUATORS

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1987

TABLE OF CONTENTS

	Page
INTRODUCTION	1
ROLE OF THE EVALUATOR	2
ROLE OF THE TEAM CHAIR	4
ORGANIZATION OF THE VISIT	4
THE EVALUATION REPORT	7
The Team Report	11
Evaluation of Statewide Priorities	12
Title Page	13
Confidential Recommendation Form	14
THE FIFTH YEAR REVIEW AND VALIDATION TEAM	16
The Team Report	17
Title Page	18
Confidential Recommendation Form	19
REIMBURSEMENT TO EVALUATORS	21
EVALUATION OF EVALUATORS	21
Evaluation Forms	22

INTRODUCTION

This document is for the use of persons serving as members of evaluation teams visiting institutions that have completed the comprehensive self study or a fifth year report. The comprehensive self study and evaluation visit format is used by institutions seeking candidacy, initial accreditation or reaffirmation of accreditation. The fifth year report and validation visit is applicable to eligible institutions seeking reaffirmation of accreditation and to institutions applying for renewal of candidacy.

The institution will have devoted a full academic year or longer to a self study in which the members of the college will have examined all aspects of the teaching-learning enterprise and the conduct of business and services. The self study culminates in a bound volume that will be sent to each team member 45 days prior to the visit. The self study is the heart of the accreditation process, validated and supported by peer review.

The evaluation team, all professional peers who volunteer their services, offer independent insights based on careful reading of the self study and a brief on-site evaluation. The team can serve to:

1. Confirm and validate many of the conclusions of the self study.

2. Call attention to problem areas inadequately recognized by the college itself.

3. Assure the Commission that the institution has been responsive to recommendations of previous visiting teams, and has developed sound evaluation and planning procedures involving assessment of student outcomes.

4. Reinforce and extend the college's commitment to its continuing pursuit of excellence.

5. Assure the Commission that the institution merits candidacy, accreditation, or reaffirmation of accreditation, or advise the Commission that the team cannot recommend such action.

Because of the importance of these judgments in maintaining the quality of education in all institutions, the report to the institution and to the Commission deserves the best efforts of the evaluation team.

Voluntary accreditation at relatively low cost is made possible by the cooperation and unpaid efforts of hundreds of people who serve on evaluation teams. The counsel of outside observers is invaluable to the institution visited; moreover, the visitors themselves and their colleges benefit from new insights that result from the visit.

Scheduling Evaluation Visits

The visit is scheduled by the Commission at a mutually agreed upon time within the year in which the institution is to be evaluated. Comprehensive evaluation visits are normally scheduled for a period of three successive days in order to allow time for interviews, class visitations, team discussions and report writing.

It is imperative that the institution be in session and the president and other officers of the college be present on campus during the entire visit.

Team Selection

Team members are selected from a pool of competent experienced persons recommended to the Commission by institutional chief administrators, academic senate officers and other institutional leaders. The size and complexity of the institution being evaluated will determine the number of persons on the team. Each team will include persons with experience at institutions similar to that being evaluated.

The team chair is assigned by the Commission. The chair may invite a non-voting assistant at no expense to the Commission. The remainder of the team is invited about six months prior to the visit. Teams conducting comprehensive evaluations of California public community colleges will include a member of the Chancellor's staff.

Conflict of Interest

Evaluation must be free of any conflicts of interest. No person will be assigned to evaluate an institution where previously employed in any capacity or where any special relationship exists with the institution or persons employed by the institution.

ROLE OF THE EVALUATOR

The evaluation team member, in concert with other members of the team, provides an independent peer review of an institution. The team prepares a report for the institution's use which analyzes the adequacy of its resources, the effectiveness of its procedures, and the quality of its performance in pursuit of its stated goals. The team seeks to validate quality and integrity and to inspire continuous improvement of institutional performance.

The task of the evaluator is that of the colleague who shares commitment to professional excellence, not that of the inspector conducting a compliance review. The evaluator makes diagnostic recommendations, helping the institution to identify and deal with significant concerns. The evaluator looks for coherence between what the institution says and what it does. The evaluator is scrupulous about accuracy and fairness.

Team members should approach the task with the realization that the chief values to the institution come from a thorough institutional self study and from the quality of the evaluation team's analysis of the college. The evaluation team report should represent an independent validation of the conclusions reached by the institution in its self study. The comments and suggestions made in the evaluation report should therefore be clear and specific without being unduly prescriptive.

Team members are expected to arrive on time and to be present for the entire visit, including the chairperson's oral report to the college on the final day. A member who accepts an invitation to serve on a visiting team thereby agrees to stay for the full visit.

Team members are expected to devote most of their time to the assignments agreed upon in advance. Particular attention should be given to matters where the team believes there is greatest need of improvement.

Although an effort may be made to attend a number of classes (in institutions where such visits are appropriate), it is not possible to visit every class or meet with every member of the faculty. Since all or many members of the faculty will have shared in the preparation for the evaluation visit, all should be aware of the presence of the evaluation team and have opportunity to communicate with members.

During the visit, particular attention should be given to the extent that the college has carried out or reacted to recommendations made in the most recent evaluation report. Team members should note carefully the sections in the institutional self study report that describe action taken on, or responses to, earlier recommendations. It is important to remember, however, that there may be instances in which the college has not agreed with a team recommendation. In such cases the college report should state the reasons.

The team should establish times and a place where any member of the college community may appear to talk to a team member or members. Student leaders and students selected at random should be interviewed.

As part of its assignment, the visiting team members should assess the quality of the institution's self study.

a. Are the institution's objectives clear, appropriate, and useful? Are they understood and accepted? Are they compatible with the accepted goals of postsecondary education?

b. Are the programs and services consistent with the objectives? Are they designed to achieve the objectives and are they working well? How can they be improved?

c. Are the resources (human, physical, and fiscal) adequate to support the programs and services? Will they continue to be available.

d. Is there evidence of objectives being achieved? What changes are needed to improve achievement? What are the planning priorities?

Above all else, there should be an attempt to evaluate the educational process--what is happening to the students in the classroom, laboratory, and the college environment generally, and whether this is not only effective but also in line with the institution's purposes and objectives. The team should evaluate the institution's own evidence of institutional achievement.

ROLE OF THE TEAM CHAIR

The chairperson organizes the evaluation visit, makes necessary arrangements for the team, speaks for the team, and writes the final team report. Prior to the visit the chair will contact the institution and members of the team to ensure that needed resources will be available and that members are appropriately assigned. During the evaluation visit the chair organizes team discussions, sees that all necessary contacts are made, sees to the needs of the team, and assures that the limited time of the team is used effectively. At the conclusion of the visit, the chair conducts a final meeting with such persons as the institution's chief administrator selects. At this meeting the chairperson reports the major findings of the team, offering constructive suggestions from the team.

ORGANIZATION OF THE VISIT

Before the Visit

Approximately 45 days before the scheduled visit the team should receive from the institution:

The Self Study
A college catalog
The current schedule of classes
Statewide Priorities Report (California Community Colleges)

From the Commission:

The report of the previous evaluation team
Commission action letter(s)
Interim progress report(s)
Team membership roster
Statement on evaluation by former Commissioner John Porterfield
Expense form

In addition, team members attending the ACCJC workshop for evaluators will receive a copy of the Handbook of Accreditation. Workshop attendance is mandatory for first-time team members. It is expected that evaluators have carefully read the self study and the Handbook of Accreditation prior to arrival for the evaluation visit. The visit is very intense and all available time will be needed for interviews, review of college supplementary documents, classroom visits, team discussion and writing.

During the Visit

Under the direction of the chairperson, the evaluation visit follows a pattern similar to these suggested procedures:

1. Initial Meeting of the Visiting Team

   The work begins the afternoon or evening before the first day of the scheduled visit with a team meeting at this first planning session, the visiting team will review assignments, examine supplementary materials, arrange the schedule, and discuss the self study report of the institution.

2. Meeting with the Institutional Staff

   The first day of the visit the team will meet with the administration, the self study steering committee, and other members of the college staff who were most involved in preparation of the self study report.

   At the meeting:

   a. The general plan of the visit is arranged with institutional staff.

   b. Any questions the team members may have about the institutional self study report are clarified.

   c. The chief administrator of the institution provides assistance in arranging a schedule of meetings between team members and individuals or groups such as the governing board, faculty, administration, classified staff, students, and other persons.

   This meeting may be followed by a brief tour of the campus, in order that team members may become familiar with the physical plant and the locations for campus appointments. Care must be taken that this be brief; campus maps made available to team members can aid greatly in orientation.

   An evaluation visit is a work assignment; hence, social functions or entertainment should not be provided for the evaluation team. However, if the institution desires, the team may be invited to a dinner or a luncheon at which they may meet members of the board of trustees or others, such as representative staff and students.

3. Remainder of the Visit

a. Team members will arrange conferences, make class visits (if appropriate), hold individual interviews, and attend evaluation discussions scheduled by the chairperson. Class schedules should be available and staff contacts arranged. Schedules of faculty office hours would be helpful.

b. One or more progress meetings of the evaluation team should be held at intervals during the visit to summarize the work accomplished and to plan for the remainder of the time.

c. In the late morning or early afternoon of the final day the team will meet, review accomplishments, and make final plans for the preparation of its evaluation report. At this meeting, a private one, decisions will be made as to the team's recommendation on accreditation and other major suggestions and comments which are to be discussed with staff members and included in the evaluation report. Drafts of the individual team members' written statements on their assignments should be completed at this time or, in any event, before the team disbands.

The team holds a final meeting with such persons as the chief administrator selects. At this meeting, the chairperson offers constructive suggestions from the team. The institution representatives are encouraged to respond, react, or raise questions for clarification. (Before this meeting, the team chairperson is encouraged to go over the suggestions of the team with the chief administrator of the college in order to avoid errors of fact.)

Under no circumstances should the visiting team's recommendation concerning candidacy or accreditation of the institution be revealed, for this must be acted upon by the Commission before the official outcome of the visit is determined. The final meeting with the staff is the team's best opportunity to be of immediate service to the college while the entire evaluating process is fresh in the minds of all present. The chairperson will speak for the team. Team members should be present to answer questions that may arise.

Subsequent to the Visit

a. Following the visit and prior to submission of the final report to the Commission, the team chairperson submits a draft of the report to team members for comment and to the chief administrator of the institution for correction of any factual errors.

b. Following the visit and prior to the submission of the final evaluation team report, communication between the institution and the evaluation team should be carried on only by the chairperson of the team.

c. After the team report is filed with the Commission, the institutional constituency should communicate exclusively with the Executive Director of the Accrediting Commission.

THE EVALUATION REPORT

The team report is a statement of the views and findings of the evaluation team that visits an institution. Each member contributes a draft on assigned sections before the conclusion of the visit. The final report, however, is not merely an edited compilation of segments prepared by team members. It is a coherent statement of evaluation, written by the team chair.

1. Preparing the Evaluation Report

The main purpose of the evaluation report is to help an institution determine how effectively it is achieving its stated goals and objectives. To achieve this purpose the team report should be clear and specific; the source of evidence for each recommendation should be noted. The recommendations contained in the report represent the observations of the team at the time of the visit. Recommendations should be considered in light of the institution's educational objectives. The institution may prefer other solutions to the problems defined.

a. The Evaluation Report

Each team member, before leaving the campus, should submit a written statement to the chairperson. As soon as possible after the visit, the chairperson prepares the entire report, drawing upon the material submitted by the team members. The chairperson is not limited to editing segments written by team members. The chair is responsible for writing a clear, concise, well-organized and coherent document that will stand up under the careful scrutiny of a wide variety of readers. The report honestly reflects the views of the team and indicates any significant disagreements within the team. The evaluation report is not usually a long document. It sets forth the limitations and difficulties which the institution is experiencing and the plans and potential it has for overcoming them.

The Commission emphasizes that the time of the members of the visiting team and that of the institution is wasted and the function of the accreditation program defeated if the team glosses over or ignores problems. The report does not include long descriptions of what the institution already knows. The report should be frank and constructive.

The following reminders will assist the chairperson and the team in the preparation of the report:

Evaluate the institution in the light of its own stated objectives and Commission standards. The wide variations in the capabilities, interests, needs, and circumstances of students require corresponding variations in the institutions serving them.

Make favorable comments when commendation is due, without assuming it necessary to find a point of weakness to counterbalance each item of praise, or vice versa.

Remember that the purpose of the report is both to justify the recommendation on candidacy or accreditation and to provide a fair and useful estimate of the effectiveness of the institution.

Include a separate and clearly identified summary of the conclusions of the team about the college, and a list of the major recommendations approved by the team. Major recommendations deal with fundamental matters of institutional quality and integrity, and represent more than "just a suggestion" to the institution. This summary should accompany the draft report sent to the team, the institution, and the Executive Director of the Commission.

Concentrate on fundamental issues. Of prime importance will be the sections which respond to the institution's stated objectives and which furnish evidence of outcomes and the effectiveness of the educational process.

b. Special Concerns

Do not name individuals, either in praise or blame. Comment, if necessary, on the office, not the officeholder.

Do not advocate your own pet educational theories or those of other team members.

Neither advocate nor advise against specialized accreditation.

Neither advocate nor advise against any membership organization.

Never cite the formulas or requirements of other agencies. Their ideas often are useful to the institution, but the Commission is not their enforcement agent, nor are their rules considered to be uniformly applicable.

Never reveal in the report what the team's recommendation for Commission action on candidacy, accreditation, or reaffirmation will be. Since the team does not make the final decision, confusion and embarrassment may result if a team recommendation is revealed which may be altered or reversed by the Commission.

Avoid lavish praise or bitter criticism; strong language may be used if needed, but not as satire or condemnation.

Do not foster special interests of team members.

Avoid, if possible, a complete reversal of recommendations made by the previous team. Sometimes a team feels that a previous team's recommendation was unwise or inappropriate, but, if an institution has attempted to comply with that recommendation, it would be unfair to the institution and a discredit to the accreditation process if a reversal is too abruptly advised. In such cases a diplomatic way must be found to advise the institution toward the better course without creating confusion.

Avoid making gratuitous or trivial recommendations. Do not make specific suggestions to remedy problems. A brief diagnostic statement of the problem is usually sufficient, leaving the specific remedy to be worked out by the institution.

c. Recommendations of the Team

Both the chairperson and the team should understand that their recommendation on accreditation may be revised by the Commission when it makes the final decision. The Commission will not ordinarily change it without consulting the chairperson of the visiting team.

In arriving at its decision, the Commission will consider all available information with heavy reliance on the institutional self study and the evaluation team report, realizing that each of the specific recommendations made in the team report represents the observations of qualified evaluators.

The institution will be urged to examine each recommendation in the light of its own educational objectives and to use the report for the improvement of the institution.

A college may concur or disagree with any part of the evaluation report, but hopefully it will be used for institutional improvement. To achieve this end, the report should be given wide distribution within the college community. The Commission asks that the team report be distributed in a timely manner to all persons who signed the self study. An institution should avoid quoting only those portions of the report favorable to itself, especially in publications that go off campus.

d. Format of the Evaluation Report

The Title Page (see page 13) states the name of the institution visited, dates of the visit, name of the team chair/author of the report, and it includes the statement: "This report represents the findings of the evaluation team that visited (name of college) on (dates)."

An introductory section gives a brief statement of the nature of the institution and its accreditation history. General observations about the institution and about the visit should be stated in the introduction. If there are commendations to be made they could be appropriately included in the introduction.

Responses to recommendations of the previous evaluation team. This section of the report evaluates efforts by the institution to respond to previous recommendations. The institution is free to disagree with team recommendations and to select its own solutions to concerns raised by a previous evaluation team. Thoughtful responses to team recommendations are expected from an institution, whether in agreement or not.

Evaluations using ACCJC standards provide most of the substance of the report. There is a separate heading for each of the ten standards. The institutional self study is organized with: (1) description, (2) self evaluation, and (3) plan of action for each numbered and letter standard. The team report notes whether evidence has been offered to demonstrate that the institution is accomplishing its published objectives and that these objectives are appropriate to postsecondary education and consonant with Commission standards. The report establishes whether each standard is met by the institution.

Any recommendation to the college from the team should be stated clearly, and there should be evidence offered to justify making the recommendation. Recommendations should be numbered and few in number. A large number of recommendations tends to obscure the major recommendations. Repetitive suggestions should be consolidated and trivial suggestions deleted in the final report.

Special concerns about the evaluation visit may be stated in a cover letter to the Commission. Such a letter may offer further explanation of a team's recommendation that an institution be required to produce an interim report and that there be an interim focused visit.

2. A Summary of the Report

A brief (one page is sufficient) summary of the report by the team chair states important points about the team visit and the team report. Major recommendations may be emphasized by inclusion in the summary of the report. The summary should include any special concerns considered by the team to be in need of early attention, and will be sent to the institution with the evaluation report.

The report should include:

1. Title Page
2. List of team members including titles and institutional affiliations
3. Confidential recommendation form with team member signatures
4. Summary of the report, listing most important recommendations
5. Body of the report
    a. Introduction
    b. Assessment of the Self Study
    c. Evaluation of responses to previous evaluation team report
    d. Evaluations using Standards One to Ten

EVALUATION OF STATEWIDE PRIORITIES

(California Public Community Colleges only)

A June 1985 Memorandum of Understanding between the Accrediting Commission and the Board of Governors stipulated that each California community college undertaking comprehensive self studies would prepare, in addition to the self study, a separate report evaluating its performance in priority areas specified by the Board of Governors. It was further agreed that each evaluation team would prepare a critique on how well the college prepared its report on Statewide Priorities.

The team critique on how well the college prepared its report on Statewide Priorities should take the form of a memorandum that addresses the following questions:

1. Does the report demonstrate the degree to which the priorities are carried out by the college?

2. Are conclusions supported by pertinent arguments and by evidence provided either in the report or provided by reference to the self study?

3. Was appropriate methodology used to evaluate college performance with respect to Statewide Priorities?

The memorandum should be prepared as follows:

MEMO TO: Chancellor, California Community Colleges
Executive Director, Accrediting Commission

FROM: _____ Chairperson, ACCJC
(Name)

Evaluation Team Visiting _____
(Name of Institution)

on _____
(Date)

SUBJECT: Team Critique on Preparation of Report on Statewide Priorities

(Sample Title Page)

EVALUATION REPORT

Name of Institution

Address of Institution

A Confidential report prepared for the Accrediting Commission
for Community and Junior Colleges

This report represents the findings of the evaluation team
that visited (name of institution) on (dates).

Name of Team Chair

CONFIDENTIAL RECOMMENDATION FORM

Name of institution evaluated _____

Date(s) of visit _____ Type of visit _____

The visiting team's confidential recommendation to the Accrediting Commission for Community and Junior Colleges is:

Candidacy

_____ Grant candidacy.

_____ Deny candidacy.

_____ Extend candidacy.

_____ Deny accreditation. Extend candidacy.

_____ Terminate candidacy.

Accreditation (Initial)

_____ Grant initial accreditation.

_____ Grant initial accreditation with a progress report in ____ years.

_____ Grant initial accreditation with a progress report and limited visit in _____ years.

_____ Deny accreditation.

Accreditation (Reaffirmation)

_____ Reaffirm accreditation.

_____ Reaffirm accreditation with a report in _____ years.

_____ Reaffirm accreditation with a report and limited visit in _____ years.

_____ Issue a warning to correct deficiencies by _____. (Date)

_____ Probation through _____. (Date)

_____ Show cause through _____. (Date)

_____ Terminate accreditation.

Signed _____ (Chairperson)

Note: Attach a sheet which sets forth the major considerations which caused the team to make the above recommendation. Be sure that the items listed are included in, and are consistent with, the team report. If there is an unresolved minority opinion, attach a supplementary sheet.

Team Signatures: Use Reverse side.

VERIFICATION OF RECOMMENDATION

This form should be completed by the chairperson and signed by each member of the team before leaving the institution.

NAME OF TEAM MEMBER	INSTITUTION	SIGNATURE

THE FIFTH YEAR REVIEW AND VALIDATION TEAM

The fifth year report is a limited self study submitted by eligible institutions as determined by the Commission. The report is followed by a validation visit by a team of five to seven persons. A fifth year report is not a comprehensive self study, and the institution is not required to analyze its performance on each individual standard.

Institutions preparing fifth year reviews are asked to organize their reports under four topics:

1. Introduction, including demographic information
2. Responses to recommendations of the previous team
3. Major changes since last evaluation visit
4. Planning for the future of the institution

The Validation Visit

The task of the validation team is not to conduct a comprehensive review of the institution. Rather, the team is asked to validate the accuracy and usefulness of the report. Recommendations should be focused on improvement of the evaluation and planning process.

Methodology

Much of the team time should be spent in meeting with groups representing the major campus constituencies. Key groups include committees which prepare the report, members of the academic senate or other representative faculty bodies, administrators, staff representatives, student representatives, and trustees. Questions should be designed to elicit responses on participating in the study, significant changes since the last visit, evaluation projects, particularly those that impact on planning, understanding of planning goals, and support of the institution's published objectives.

In every other way the evaluation visit is conducted in accordance with the principles and procedures outlined on pages 2-7 of this document.

Previous Team Recommendations

Team members are assigned responsibility for verifying the responses to the recommendations in the last team report. Institutions are not obligated to accept every recommendation; however, if a recommendation is rejected, there should be an explanation. A check-off system should be used to ensure coverage.

The report should include:

1. Title Page
2. List of team members including titles and institutional affiliations
3. An introductory paragraph on the institution followed by brief statements on these points:
   a. Extent of campus participation in, and understanding of, the institutional report
   b. Responses to previous recommendations
   c. Significant changes
   d. Quality and usefulness of institutional evaluation and planning
   e. Recommendations for improving evaluation and planning
4. Narrative
   Explanation, elaboration, and documentation on above five topics
5. Team recommendation on accreditation status
   (Use confidential recommendation form)
6. Covering letter which includes any supplemental team recommendations concerning interim reports and/or evaluation visits

(Sample Title Page)

EVALUATION REPORT

Fifth Year Validation

Name of Institution

Address of Institution

A Confidential report prepared for the Accrediting Commission for Community and Junior Colleges

This report represents the findings of the evaluation team that visited (name of institution) on (dates).

Name of Team Chair

CONFIDENTIAL RECOMMENDATION FORM

Name of institution evaluated _____

Date(s) of visit _____ Type of visit _____

The visiting team's confidential recommendation to the Accrediting Commission for Community and Junior Colleges is:

Candidacy

_____ Grant candidacy.

_____ Deny candidacy.

_____ Extend candidacy.

_____ Deny accreditation. Extend candidacy.

_____ Terminate candidacy.

Accreditation (Initial)

_____ Grant initial accreditation.

_____ Grant initial accreditation with a progress report in ____ years.

_____ Grant initial accreditation with a progress report and limited visit in _____ years.

_____ Deny accreditation.

Accreditation (Reaffirmation)

_____ Reaffirm accreditation.

_____ Reaffirm accreditation with a report in _____ years.

_____ Reaffirm accreditation with a report and limited visit in _____ years.

_____ Issue a warning to correct deficiencies by _____. (Date)

_____ Probation through _____. (Date)

_____ Show cause through _____. (Date)

_____ Terminate accreditation.

Signed _____ (Chairperson)

Note: Attach a sheet which sets forth the major considerations which caused the team to make the above recommendation. Be sure that the items listed are included in, and are consistent with, the team report. If there is an unresolved minority opinion, attach a supplementary sheet.

Team Signatures: Use Reverse side.

VERIFICATION OF RECOMMENDATION

This form should be completed by the chairperson and signed by each member of the team before leaving the institution.

NAME OF TEAM MEMBER	INSTITUTION	SIGNATURE

REIMBURSEMENT TO EVALUATORS

The Executive Director is authorized to reimburse each evaluation team member for necessary travel, food, and lodging expenses. Members who represent a governmental agency and whose expenses are covered by the agency will not be reimbursed by the Commission. There is no honorarium paid to evaluation team chairpersons or members.

A claim form will be furnished by the Executive Director and should be returned to the Commission office as soon as possible after the visit. Vouchers for public transportation and for lodging should be attached.

EVALUATION OF EVALUATORS

Following conclusion of the visit, the Commission evaluates the visit and each of the participants. Each team member is asked to evaluate the team chairperson, the chairperson evaluates team members and the chief executive of the institution evaluates the team and the visit. In this way, the Commission ensures the best possible performance of the evaluation process. Sample evaluation forms can be found on pages 22-23.

TEAM CHAIRPERSON APPRAISAL OF EVALUATION TEAM MEMBER

Your appraisal of this evaluation team member will be very helpful to the Accrediting Commission.

Evaluation Visit to _____

Confidential Appraisal of _____

	SCALE: A=Excellent - F=Very Poor	Circle one:
1.	Did the team member arrive and depart on schedule?	A B C D F
2.	Had the person prepared for the visit in advance by studying the self study and related materials?	A B C D F
3.	Did the team member display a helpful yet objective attitude toward the college, particularly in the areas of his or her assigned responsibilities?	A B C D F
4.	Was the person diligent in carrying out assignments?	A B C D F
5.	Quality of portions of report prepared by this person?	A B C D F
6.	In your judgment, was this team member an asset to the evaluation-accreditation process?	A B C D F
7.	Do you recommend this person for future evaluation team membership?	A B C D F

Please identify general strengths and weaknesses of team member:

_____

_____

_____

Additional Comments:

_____

_____

_____

Date _____ Signature _____

TEAM MEMBER APPRAISAL OF THE EVALUATION VISIT AND TEAM CHAIRPERSON

Your confidential appraisal of the evaluation visit, including emphasis on the team chairperson, will be very helpful to the Accrediting Commission.

Appraisal of Evaluation Visit to _____

Chairperson of the Evaluation Team _____

SCALE: A=Excellent - F=Very Poor Circle one:

A. Prior to the Visit

1. Did you receive the necessary materials and information about the visit from the ACCJC office? A B C D F

2. Did you receive the self-study report from the college in sufficient time to prepare for the visit? A B C D F

B. The Evaluation Team Chairperson

1. Were you sent information about the schedule and living accommodations? A B C D F

2. Was the visit well organized and were team assignments reasonable and acceptable? A B C D F

3. Did the chairperson provide capable guidance to the team before and during the visit? A B C D F

4. Did the chairperson make clear and direct suggestions and work well with individual members of the team? A B C D F

5. Did the chairperson maintain a fair and objective attitude toward the college? A B C D F

6. Should this person be invited again to serve as a well-qualified chairperson? A B C D F

C. Suggestions for Improvement of the Evaluation Process

_____

_____

_____

_____

_____

Date _____ Signature (optional) _____

A GUIDE TO INSTITUTIONAL SELF STUDY

AND REPORTS TO THE COMMISSION

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges
P.O. Box 70
Aptos, CA 95001
(408) 688-7575

1987

TABLE OF CONTENTS

Page

INTRODUCTION 1

Fryer Statement 3

THE COMPREHENSIVE SELF STUDY

Organization 6

The Steering Committee 6
Self Study Coordinator/Chairperson 7

The Accreditation Liaison Officer 8

Timetable for the Self Study 9

Participation in the Self Study 12

Resources 13

THE COMPREHENSIVE REPORT

Format and Content 15

Editorial Concerns 17

Submission of the Self Study Report 17

THE FIFTH YEAR REPORT OR CANDIDACY RENEWAL REPORT

Format and Content 19

THE INTERIM REPORT

Format and Content 21

SUBSTANTIVE CHANGE REPORTS 21

THE ANNUAL REPORT 22

REFERENCES 23

APPENDIX

A. Sample Certification of Self Study Report 25

B. Documentation for Comprehensive Accreditation Visits . 26

INTRODUCTION

Assurance of institutional integrity, quality and effectiveness is provided by accreditation. Accreditation is the system of self regulation through which American educational institutions demonstrate to each other, to the public, and public and private entities that they are trustworthy. Most importantly, accreditation is the system by which the internal community of an institution evaluates itself and plans for improvement in quality and effectiveness.

Each institution affiliated with the Accrediting Commission for Community and Junior Colleges accepts the obligation to undergo periodic evaluation through self study and peer review. The self study requires careful review of goals and objectives, analysis of the appropriateness, sufficiency and application of resources, the usefulness, integrity and effectiveness of processes, and assessment of the extent to which intended outcomes are achieved.

PURPOSES AND SCOPE OF THIS MANUAL

Intended for use in conjunction with the Handbook of Accreditation, 1987 edition, this manual provides a concise reference on the comprehensive self study and instructions for completion and submission of reports to the Commission. Suggestions are offered for organizing the self study, and the necessity for broad participation is described. Additionally it is suggested that use be made of existing data from a variety of sources. Finally the manual provides a guide to the preparation of reports to the Commission, with a sample format for each. It is the purpose of this document to ease the considerable task of conducting self studies.

While the self study embodies certain principles and essential elements, the methods and processes by which an institution arrives at the completion of its task will differ according to its character, resources and personnel. This manual should be viewed as a series of guidelines, rather than expected or required procedures.

Additional assistance is available through annual self study fall workshops provided by the Commission. The Executive Director will provide advice and assistance upon request.

The self study is the heart of the accreditation process. The self study should be an integral part of ongoing institutional evaluation and planning activity. The self study accomplishes two major ends. First it is a means to institutional improvement through a sharpening of goals, careful evaluation of all aspects of institutional performance, identification of problems and opportunities, and establishment of plans to address problems and opportunities. The self study, requiring broad involvement of the members of the institution, produces a set of documents which suggest direction for the years ahead. Second, the self study provides evidence to the Accrediting Commission that its standards are being met by the institution. The self study forms a framework for the evaluation that will be conducted by a visiting team of peers assigned by the Commission.

It is expected that the institution will be candid in its self evaluation, will organize the self study so as to involve all segments of the College in the conduct of the self study, and will sincerely plan for improvement in all aspects of its programs and services. A statement on the self study by former Commission member Thomas W. Fryer, Jr. is commended to the members of an institution beginning a self study.

There are two models of self study reports.

1. The Comprehensive Report
2. The Fifth Year Review or Candidacy Renewal Report

Additional special report formats include:

3. Interim Reports
4. Substantive Change Reports

OUR COLLEGE IS ABOUT TO BEGIN A COMPREHENSIVE ACCREDITATION SELF STUDY

by Thomas W. Fryer, Jr.

What Is the Purpose of Institutional Self Study?

The self study is part of larger accreditation processes, whose broad purposes are quality assurance and institutional improvement. Non-governmental, regional accreditation holds that professional self-regulation with public representation in its procedures is a more effective tool for achieving these purposes than political or bureaucratic techniques.

Philosophically, self study is based on the Socratic premise that "the unexamined life is not worth living" and on the notion that this premise is as true of institutions as it is of individuals. On a less abstract level, the self study aims to improve the college's effectiveness in achieving its own goals and to strengthen the bonds of community, both within the college and between the college and the publics it serves.

What Use Will Be Made of the Report of the Self Study?

The most important use of the self study report is made by the college itself: to enhance the strengths and address the issues the study identifies and to plan realistically for the future. Self study reports are confidential to the institution. Such confidentiality is key to the complete candor required in the documents.

In addition, the findings of the report will be compared with the realities of the institution as observed by a visiting team of professional peers. This group assesses the report's overall validity and its usefulness as a descriptive, evaluative, and planning tool.

Finally, the self study report and the report of the visiting team will be evaluated by the Accrediting Commission itself in reaching its decision concerning the accredited status of the college.

How Is A Self Study Conducted?

The entire self study is carefully planned from start to finish before it begins. Once underway, broadly representative study groups examine every aspect of institutional functioning. This examination is organized around the Accrediting Commission Standards contained in the Handbook of Accreditation and it is conducted against a backdrop of environmental factors, both internal and external to the college.

Accreditation standards represent models of good practice for institutions. They provide a basis for making professional judgments concerning the quality of educational programs and services and the integrity of institutional practices.

The activities of the study groups are directed by a representative steering committee, supported by an accreditation liaison officer who maintains contact as needed with the Accrediting Commission office. The work of the study groups is analytic in that every element of college operations is examined, and it is wholistic in that relationships among all the elements are thoroughly explored. The process recognizes that the whole of an institution is greater than the sum of its individual parts.

If the college is part of a system with more than one institution under a single governing board, the self study should explain and evaluate this relationship both from the perspective of the institution and the system office.

Retrospectively, the self study should review the institution's responses to recommendations of the previous visiting team. There should be evidence that each recommendation has been thoughtfully considered. Prospectively, the self study should set forth a collaborative mechanism for dealing with the recommendations of the coming evaluation team. The process is continuous rather than intermittent.

A certification page covers the final report of the self study, signed by the president of the governing board, the system head (if applicable), the institutional chief executive officer, and representatives of all the institution's constituent groups. The signatures on this page represent an acknowledgment in good faith of the findings of the report and a commitment, both in letter and spirit, to the report's plans for the future.

What Are the Characteristics of Effective Self Study Processes?

Full commitment to participation in the process and the work it involves is required of every constituency in the college, beginning with the governing board and the chief executive officer. Insofar as possible, all members of the college family should be engaged in analysis, reflection, thoughtful self-evaluation, and reality-based planning for the future.

Self study processes address problems, issues, and disagreements not merely as obstacles to be ignored, overcome, or pushed through, but as opportunities for learning, deeper understanding, and improvement.

When used to its fullest institutional advantage, self study is challenging and arduous. The process is neither quick nor easy, nor is it contrived in any way to disguise reality.

What Are Some Pitfalls to Avoid in the Self Study Process?

At all costs, the self study and its report must not be dominated or controlled from the "top down." Neither should they become public relations instruments nor vehicles for the expression of every cherished grievance in the institution. They must not be captured either by persons who think that everything is splendid or that everything is horrible in the institution. They must not become platforms for special pleading by parochial or small-minded institutional interests. Recognizing the pluralism of institutional realities, the self study discovers and sets forth the truths of the college both positive and negative.

In summary, a good self study is: honest, fair-minded, representative of a highly complex organization, planned carefully, intelligently conducted, focused on the institution's achievement of its own mission and goals, probing, attentive to deeper meanings, sensitive both to internal and external environments, briefly descriptive but extensively self-evaluative and diagnostic, strategic in perspective, produced and owned by everyone in the institution, related through useful plans to real challenges and issues, grounded in adequate data and accurate information, well written, and meticulously edited.

THE COMPREHENSIVE SELF STUDY

The Comprehensive Self study is required of institutions seeking candidacy or initial accreditation. Intervals for comprehensive evaluations are five years following initial accreditation and no more than ten years thereafter. The Commission's policy on periodic review on page seven of the Handbook of Accreditation will govern the conditions under which an institution is to be periodically evaluated.

ORGANIZATION

Preparation for the self study begins when the chief executive officer of the institution receives notification from the Commission, about two years prior to the evaluation team visit. The CEO ensures that the self study is brought to the attention of the institutional community, that an organization for the conduct of the self study be created, and that necessary resources including a self study coordinator and clerical assistance be provided. The personal involvement in and visible support by the CEO is crucial to the success of the self study.

The Steering Committee

After the naming of the chair or coordinator of the accreditation self study process, a steering committee should be named to assist in the overall planning and supervision of the institutional accreditation activities. An existing campus committee, such as a committee on institutional research, could function as the steering committee. On the other hand, there is often a special impetus when a newly formed committee assumes a task for which it is specifically chosen.

The selection process should actively involve the faculty senate or council, the student organization, the classified staff organization, in addition to members of the administration. Members of this Steering Committee, most of whom will serve as chairs of subcommittees, should be persons who are recognized for their leadership, knowledge, and cooperative attitudes. This is no place for persons who "have an axe to grind."

It is very desirable that at the first meeting of the steering committee and the first general meeting, the CEO appear in person, if possible, to emphasize the importance of the task, to express a complete commitment to the project, and to thank the committee members for their willingness to participate in this valuable activity.

It is important, also, that the self study steering committee begin its work knowing that it is a part of an institutional commitment, that it has the whole-hearted support of the CEO and administration, that it will have independence in gathering its data, and that it will have the logistical support needed to carry its task to successful completion.

To be effective, the size of the committee should not be unwieldy. It will vary according to the size of the institution and the numbers of persons available to serve, but probably not exceed fifteen persons, counting subcommittee chairs and resource persons not serving as chairs. If any art work is planned for the self study the campus graphic artist should be invited to meet with or be a part of the steering committee.

While the steering committee should be limited in size, this is not necessarily true of the subcommittees. Each subcommittee can be a cross-section of the institutional community, and should not be composed of persons coming from only one area or department. Small sub-sections of standards can be assigned to persons who cannot afford to give a great deal of time, but who wish to contribute to the institutional effort. But, while there should be an attempt to involve as many persons as possible, committee lists should not be padded with lists of names merely to impress the visiting team. Visiting evaluation team members routinely seek out persons named as committee members to ask of their participation or contribution to the self study. Padding is easily recognized.

Self Study Coordinator/Chairperson

Ultimate success of the self study is not dependent on whether the chair of the steering committee is a member of the administrative staff or a teaching member of the faculty. The most important factors are that the person chosen have wide familiarity with the campus and its personnel, and that he/she be a person who commands the respect and confidence on the campus for his/her ability and leadership qualities.

The fairly common practice of appointing co-chairs, either to head the steering committee or the various subcommittees, seems wasteful of institutional talent, the action deriving, in some cases, from the perception by faculty members that only an administrator can command the resources needed for the undertaking, such as secretarial assistance, access to information, supplies, and reprographic help.

The CEO can dispel this perception and inspire confidence in all segments of the college by demonstrating a personal commitment to the accreditation process. All must feel that accreditation is an institutional responsibility and that, regardless of whether the chair is a member of the administration or a faculty member, the following can be taken for granted:

1. That the chair, if an administrator, will be relieved of some administrative duties, and if a faculty member, be granted sufficient reassigned time to enable him/her to do an effective job in the time-consuming duties of chair.

2. That adequate, in both time and experience level, secretarial support will be provided, not only to the chair, but also to meet the needs of the subcommittees. The task is too important to be left to student workers.

3. That there be access to needed information and to other resources necessary to complete the task.

THE ACCREDITATION LIAISON OFFICER

At all institutions accreditation should become part of the ongoing processes of the college, rather than a traumatic flurry of activity which occurs at five year intervals. An effective Accreditation Liaison Officer (ALO) can go a long way toward integrating the process into the normal flow of college activities. The person selected to serve as ALO should be a person who is thoroughly familiar with the campus and its personnel. Ideally, he/she should have had prior service on an accreditation evaluation team.

The campus ALO will among his/her assigned responsibilities:

1. Stay informed on policies and procedures of accreditation, and keep the CEO informed on all relevant activities and information.

2. Act as the institutional contact person on all matters pertaining to accreditation.

3. Provide continuity to the campus process by maintaining files of previous accreditations, including all self studies, related correspondence, and other pertinent materials.

4. Assist in the preparation and submission of the institutional annual report, notifying the Commission of any substantive changes, reporting on ongoing activities or progress toward meeting the recommendations of the most recent evaluation team.

5. Coordinate the institutional accreditation activities in advance of accreditation visits, assist in follow-up activities.

6. Act as facilitator for the visiting evaluation team before and during its visit.

TIMETABLE FOR THE SELF STUDY

When the self study steering committee has been assembled, its first responsibility is to establish a detailed and realistic time table for the organization and completion of the task. At least a year should be allowed for this self-appraisal project. For many institutions it would be more realistic to begin the preliminary planning a full three semesters (or equivalent quarters) before the date of the scheduled visitation.

The date of the evaluation visit is set often more than a year in advance of the actual visit, and the team chair and visiting evaluation team are appointed months before the scheduled date. The members of the visiting team are busy professionals who have cleared their schedules and made a commitment to that date. It is important that institutions adhere to the established date and to a time table of activities leading to a successful completion on schedule. Only under unusual circumstances should an institution request a postponement or delay.

Backward to the Beginning

The accreditation steering committee must first establish the working calendar that will act as the framework for their activities, keeping in mind that, since the majority of the persons involved in the work of the self study will be teaching faculty, allowance will need to be made for official school holidays, winter and spring recess, and for a long summer period, during which most faculty members will be away from the campus and not normally available for most school or committee meetings, including those involving accreditation self study committees.

It is often desirable to allow more time rather than attempt to speed the process. Work of the self study can reveal problems or opportunities. An early start can allow the institution to begin work toward their solution or fulfillment. Another advantage of allowing more time is that work on the self study, if not done under tight time constraints, does not cause a disruption of school processes.

A convenient and effective method of establishing the self study time table is by working backward to the beginning, that is by working back from the date scheduled for the visit of the accreditation evaluation team. In this way, the steering committee can set check points or deadlines for its activities and be better able to estimate the amount of time that will be needed to meet its goals. Having set these check points, the importance of maintaining the time table must be emphasized to all participants in the project.

Target Dates

Date of Accreditation Visit - The completed self study must be in the hands of the Commission and of the team members forty-five

days before the scheduled visitation date to allow sufficient time for reading and analysis of the report and other supporting materials.

Submission to Printer - With some leeway for possible problems that may arise, particularly if the self study is to be printed or duplicated by an outside agency, set the date for the completed document to go to the printer. Prior consultation with the reprographic section or printer will help in making realistic estimates of time needed for printing, collating, binding, and delivery and/or mailing. Allow not less than 30 working days.

Editing and Final Writing - Approximately a month should be allowed for final editing and rewriting. If not done earlier, it is at this stage that all the material accepted for inclusion by the steering committee is rewritten into a homogeneous whole. The work of the editor(s) and/or writing committee should produce a document that is consistent in form and manner of presentation and free of grammatical and syntactical errors, and which reflects the intent of the steering committee. If possible, final draft copies of the completed self study should be circulated to departments and/or college sections, in addition to the steering committee. This will prevent later claims that changes were made in the document without the knowledge or approval of the steering committee. It is over-optimistic to expect that everyone will be equally pleased with the results, but the contents of the published document should not come as a surprise to any of the members of the committee.

Final Date for Submission of Completed Materials - Materials previously seen in draft form and approved by the steering committee should be turned in. By this date most work of individuals and subcommittees will already have been submitted.

Meetings of Steering Committees - As necessary, and at realistic intervals, meetings should be scheduled for the presentation by subcommittees of progress reports and preliminary drafts of materials. The time needs of the subcommittees will vary according to the size of their assigned tasks and the number of persons involved. The chair of the steering committee needs to maintain a check-list of assignments to ensure that all are progressing satisfactorily. Chairs should make periodic written reports of the work of their subcommittees.

Work and Meetings of Subcommittees - As often as practical and needed the subcommittee members should meet to discuss their assignment, report on progress, or enlist help, if needed. The members must see themselves as a team working toward the same goal. From these meetings can come valuable contributions from other members of the committee who, in the process of doing their own assignments, have gained insights or data which can assist others in their own or other subcommittees.

One of the important responsibilities of the committees is to begin to identify or gather the materials which will serve as supporting documents to the self study and which need to be provided in the team room during the evaluation visit.

There should be written minutes of all meetings, with copies sent to the chair of the steering committee in order to keep that body informed. Several months, at least three or four, should be allotted to the work of the subcommittees.

General Meeting - At an early date, preferably when all or most of the committee members have been assigned, it is desirable to have a general meeting to discuss the forthcoming accreditation visit, plan the self study, and set the guidelines for the completion of the project.

Recruitment and Formation of Subcommittees - it is usual to have nine subcommittees, corresponding to the nine standards (ten for institutions that are part of systems) which are the basis of ACCJC accreditation. Insofar as possible, all committees should have representation from each segment of the college community, administration, faculty, classified staff, students, and, where deemed desirable, a member of the public not in those categories. Diversity of background should be sought so that all members of a committee do not come from the same areas of experience or assignment. Sub-committees should include members who are not directly engaged in the area under study (e.g., student services should not be studied by student services staff alone).

Sufficient time should be allowed for the recruitment for and formation of the subcommittees.

PARTICIPATION IN THE SELF STUDY

The credibility and usefulness of the self study depends on broad involvement in its preparation by the institutional community. It should be noted that the self study document submitted to the Commission and to the evaluation team is to include a certification page bearing the signatures of institutional leaders, attesting to broad participation and the belief that the Self Study Report accurately reflects the nature and substance of the institution. In addition, the visiting evaluation team will seek to confirm that all campus elements have participated in the work of the self study.

In small institutions it may be easily possible to gain the meaningful participation of all members of the college in the self study. In very large institutions it may be more difficult without careful attention to communication about the self study and to the gathering of survey information.

Students

Beyond the willing participation by student leaders on the steering committee and some subcommittees it is difficult to obtain meaningful and representative student contribution to a self study. It is important that an institution know how well its programs and services are received by students. Questions such as the convenience and utility of publications aimed at students, the helpfulness of student services, and the meaningfulness of the student role in governance can be addressed through the use of student opinion questionnaires. Opinion surveys conducted as part of institutional self study should be carefully constructed and thoughtfully analyzed.

Faculty

Teachers and other faculty professionals have an enormous stake in evaluation and planning. The faculty's perspectives are necessarily included in the report. Surveys may profitably be employed to ensure that widely shared opinions are not overlooked.

Trustees

Members of the governing board may demonstrate interest in the self study in a number of ways. In some institutions an individual board member has served as a member on the steering committee or even on a subcommittee analyzing some aspect of college performance. There are appropriate and useful ways in which the board may participate in the self study. A board may as part of its regular meeting agenda hear progress reports on portions of institutional self study. A portion of a meeting may be set aside for discussion of a given standard. This is

particularly appropriate where the self study may include plans for changes in mission or goals, or for a major development project.

At the conclusion of the self study the board must, along with other elements of the institution, certify that there has been broad participation in preparation of the self study. The signature of the board chair on the certification page attests to board involvement.

Staff and Administrators

The support staff must not be overlooked in the self study. The ancient dichotomy of "classified" and "professional" employees is not appropriate in institutions where many employees in accounting, student services, data processing, admissions, and in instructional and clerical services have high levels of professional preparation and commitment to the institution.

Administrators must share in the work of the self study. A self study effort carried out primarily by administrators or primarily by faculty is unacceptable. The evaluation and planning tasks of the self study must reflect the shared work of all major constituencies in order to provide a clear picture of the nature and substance of the institution.

Others

Beyond the basic requirement of substantial involvement by major constituencies, the institution may elect to involve others in the self study. "Community representatives" as defined by the institution sometimes contribute to the self study as may members of foundation boards, advisory committees, and other volunteer support groups. The use of individuals to represent huge constituencies may raise questions of representativeness. Judicious use of survey data may better inform the self study about the needs, desires and views of outside groups.

RESOURCES

The Accrediting Commission encourages institutions to integrate the self study with ongoing evaluation and planning. Ideally evaluation and planning are continuous activities which complement and support the self study which is published at five year intervals. Many institutions have found that the data resources that are gathered for evaluation and planning are extraordinarily useful for the self study as well.

The obvious data is that which may be generated by the institution as part of an evaluation study. Two Commission publications may be helpful in this connection. The Learner Outcomes Handbook and Item Bank: Student and College Outcomes may be obtained from the Commission office. The publications may be helpful in the design and construction of opinion surveys. Other publications listed in the bibliography of this Manual may provide such assistance as well.

Public institutions and institutions that are part of a system typically generate considerable amounts of information in reports to higher authority. For example, the Chancellor's Office, California Community Colleges annually publishes a Reporting Calendar listing all of the reports required for submission to that office. Those reports, submitted by various offices of a college, may include some useful information for analysis as part of the self study.

Community colleges and many independent institutions systematically analyze local and regional data on population and employment. Useful information may be obtained from municipal planning offices, associations or regional governments, state government, U.S. Census and local school districts. There is much useful planning data that need not be generated by the institution conducting a self study, because it is available at low or no cost from other agencies. In some cases excellent data on local demography is obtainable by examining reports of local and county school districts.

Planning requires knowledge of both internal and external environments. Analysis of existing data from a variety of sources and judicious use of tests and surveys is easily within the capability of any institution.

Individuals and institutions may profit from the experiences of others. Each year the Commission presents workshops to assist institutions that are about to undertake self studies. Sample self studies are distributed and discussed at these workshops. A video on the self study is used at Commission workshops. The video is available to member institutions upon request.

Many institutions have found it useful in the course of their self studies to develop special materials. Following are examples of types of materials that have proved helpful:

1. Newsletters. It is important to keep all segments of the college community informed of the progress of the self study. One way in which this may be done is with a periodic newsletter. In addition to reporting on the progress of the self study, newsletters may also report some of the findings of the self study committees.

2. Institutional Fact Book. Some institutions have found it helpful to compile a book of objective institutional data, such as information and statistics in the areas of admission and enrollment, student characteristics, academic programs, faculty, library, financial resources and physical facilities. An updated fact book of this kind has long-range usefulness for the institution.

These materials together with preliminary committee reports should be made available to all interested parties. It is important to provide for an institution-wide review of the self study report so that all faculty, administrators, students, and staff may become aware of its contents and have the opportunity to make any comments which they feel would enhance its usefulness.

THE COMPREHENSIVE REPORT

FORMAT AND CONTENT

Institutions seeking candidacy or initial accreditation are expected to submit this report. Institutions seeking reaffirmation of accreditation will use this model unless they are eligible for the fifth-year option which is explained in a later section.

1. Cover Sheet. Name and address of the institution, a notation that the self study is in support of an application for candidacy, accreditation, or reaffirmation, and the date submitted.

2. Table of Contents.

3. Certification of the Self Study Report. The Certification of the Self Study Report indicates to the Commission that in preparing the report of institutional self study there was broad participation by various elements of the campus community such as administrative officers, faculty and support staff, together with appropriate involvement of trustees, students, and the public, and that the report accurately reflects the nature and substance of the institution. A sample certification form is included as Appendix A.

4. Abstract of the Report. This should be a summary statement not more than four to six pages long. It should describe briefly the important educational and institutional developments since the acceptance for candidacy or since the most recent evaluation team visit. It should summarize, in a paragraph or two, compliance with each of the applicable standards, the major challenges facing the institution, and the planning being done.

5. Organization for the Self Study. Describe, in narrative or chart form, the organization that was established to conduct the self study. Show committees, their chairpersons and members, time schedule followed, and under whose specific direction the self study was conducted and describe any observable impact of the process.

6. Descriptive Background and Demographics. A concise and factual description of the institution. (Studies that provide detailed information of this kind should be made available to the evaluation team in the team room.)

   The demographic material should include summary data on the area served and on enrollment, including trends.

7. Responses to Recommendations from the Most Recent Evaluation. If the institution has had a previous evaluation visit, the report must

indicate succinctly in a separate section what has been done regarding recommendations made in the last team report. Cross-references to supporting sections of the current self study will be helpful.

Recommendations represent the observations of a visiting team at the time of the visit and should be considered in the light of the Commission's standards and the institution's educational objectives. A college may concur or disagree with a team's suggestions; if it disagrees, a rationale should be offered.

8. Institutional Self-Evaluation Using Commission Standards. For each numbered and lettered standard of the Commission, please organize materials in three major sections: (1) Description, (2) Self-Evaluation, and (3) Plan of Action. Self-evaluation and planning are really the essence of a self study. The description should do just what the word says, describe where the college thinks it is with respect to the given standard section. On the other hand, self-evaluation should provide a critical analysis and conclusions regarding how the college feels it should improve towards strengthening the standards. The plan of action, then, lays out the plan for meeting the needs which the self-evaluation identifies.
The self-evaluation should in every case include statements and evidence regarding compliance with the standards or provide explanations or justification for deviation. Specialized or unique institutions may find certain standards inappropriate, in which case the burden of proof rests on the institution. Evidence should demonstrate that the institution is accomplishing its published objectives and that these objectives are appropriate to post-secondary education and consonant with Commission standards.

In its self study, an institution may, if it chooses, present separate sections for each division or department in the appropriate portions of the self study, especially in Standards Two, Three and Four, or it may present these in a general overview. It should be understood, however, that in most cases, especially in larger institutions, a visiting team will not attempt to review all departments or divisions, even though these are reported separately in a self study.

At the end of each standard in the Handbook of Accreditation is a list of illustrative evaluation topics and activities. Some or all of the suggested evaluation topics may be profitably included as part of the self evaluation for each standard.

9. List of Supplemental Documents Available in Team Room. Documents available to the visiting evaluation team should include unedited reports on which the Self Study Report is based. Documents cited in the Self Study Report should be indexed for ease of reference by team members during the evaluation visit.

EDITORIAL CONCERNS

The Self Study Report, submitted as an application for candidacy, accreditation or reaffirmation of accreditation, must be an integrated comprehensible document that accurately reflects the nature and substance of the institution. Typical practice by colleges is to assign a skilled editor, a good writer, a person in whom the members of the college have confidence.

Differences of opinion as to what should be included in the Self Study Report can usually be resolved by the editor or by the steering committee. The text may reflect differences or minority opinions. It is important that the self study be a candid examination of the institution. The Commission recognizes that people of good will within an institution may differ. The Commission expects that the institution will provide a self study document that has been prepared with the conscientious participation of the major constituencies of the institution.

SUBMISSION OF THE SELF STUDY REPORT

After certification by college constituencies including the governing board* three copies of the report are to be sent to the Accrediting Commission office and one each to members of the evaluation team. This distribution is to take place at least 45 days prior to the scheduled evaluation visit. Copies of the Self Study Report should be made available to members of the college.

Organization for the Visit

As the quality of a self study will tell outsiders a great deal about an institution, the evidence of on-campus organization and planning for the visit of the evaluation team can impress the team with the importance given to it. All of the preparations should be aimed at facilitating the work of the team, to allow it to complete its large task as expeditiously and as comfortably as possible. The role of the institution should be that of a good and helpful host.

Sometime prior to the total team visit, the team chairperson will communicate with the institution, or come in person, in order to arrange lodging for the team, get recommendations of places to eat, plan transportation during the visit, arrange a tentative schedule, settle on a campus headquarters or "team room," meet some of the key campus personnel, and get acquainted with the layout of the campus.

*The Commission asks that all reports be presented to the governing board for approval prior to submission to the Commission office.

The time allotted to any team for its evaluation visit is quite short and there is much to be done. The institution must be careful not to plan activities which will use up this limited time. The college is not expected, nor should it, roll out the proverbial "red carpet" for the team. While it is not uncommon for the institution to host a simple meal on campus for the purpose of introducing the team to members of the administration, board, faculty, students, or staff members directly involved in the self study, public funds should not be expended on costly, and time-consuming banquets or other affairs.

The date of the evaluation visit is set many months before the date of the actual visit, usually in mid-week, and while the college is in session. It is expected that key campus personnel will have cleared their calendars sufficiently to be available to meet with members of the team. These persons include the college CEO, major section or department heads, both faculty and support staff, representatives of the academic senate, collective bargaining representatives of faculty (if applicable), and of the various groups of classified employees. It is hoped that members of the board will also be available sometime during the visit. If there is a board meeting during the time of the visit, it is not unusual for team members to attend.

A well-organized team room near the administrative center of the college is required. In it should be available all of the studies or supporting documents relating to the self study, conveniently indexed to the pertinent sections of the self study. A secretary nearby should be available to locate the other documents, to set up appointments with members of the college community for team members, and to otherwise assist the team. Especially with the Fifth Year Report or an Interim Report, where both the time and the number of team members is reduced. This help is very welcome.

Campus Activities After the Evaluation Visit

At the conclusion of the evaluation visit, the team chair meets with representatives of the institution, as determined by the CEO, and makes brief observations and comments based on the team's evaluation. The chair is not authorized at that time to disclose the team's recommendation to the Commission. Within two weeks of the visit, a draft report is sent to the institution for the correction of factual errors which might appear in it. The final report of the evaluation team is sent to the institution's chief executive officer by the Commission office prior to the Commission meeting at which action is to be taken. The institution is offered the opportunity to be represented at the Commission meeting and to offer additional information if there is disagreement with elements of the report.

Even before the final report from the Commission is received, the institution will be aware of the team recommendations, both from the oral exit talk by the team chair and from the draft copy which was sent to the CEO. Receipt of the report provides a fine opportunity to call the steering committee together one more time for a kind of "debriefing," to discuss the recommendations, and to suggest plans of action for the future.

THE FIFTH YEAR REPORT OR THE CANDIDACY RENEWAL REPORT

The fifth year report is a limited self study which will be followed by a validation visit by a smaller evaluation team than that which would be assigned for a comprehensive visit. The fifth year review may be elected by institutions in which:

1. Accreditation has been reaffirmed five years after initial accreditation.
2. No interim report or visit was required by the Commission following the previous comprehensive review.
3. No change in its chief executive officer is anticipated during the self study and team visit period.
4. The Commission has not required a comprehensive review because of substantive change or substantive complaint about the institution.

The following report format may be used by Candidate institutions seeking renewal of candidacy for accreditation.

FORMAT AND CONTENT

1. Cover Sheet. Name and address of the institution, a notation that the report is in support of one of the above applications, and the date submitted.

2. Table of Contents.

3. Certification of the Self Study Report. The Certification of the Self Study Report indicates to the Commission that in preparing the report of institutional self study there was broad participation by various elements of the campus community such as administrative officers, faculty and support staff, together with appropriate involvement of trustees, students, and the public, and that the report accurately reflects the nature and substance of the institution. A sample certification form is included as Appendix A.

4. Organization for the Self Study. Describe, in narrative or chart form, the organization that was established to conduct the self study. Show committees, their chairpersons and members, time schedule followed, and under whose specific direction the self study was conducted and any observable impact of the process.

5. Descriptive Background and Demographics. A concise and factual description of the institution. (Studies that provide detailed information of this kind should be made available in the team room.)

The demographic material should include summary data on the area served and the enrollment, including trends.

6. Responses to Recommendations from the Most Recent Evaluation. A brief description of the action on each recommendation. Recommendations represent the observations of a visiting team at the time of the visit and should be considered in the light of the Commission's standards and the institution's educational objectives. The institution may concur or disagree with a team's suggestions; if it disagrees, a rationale should be offered.

7. Significant Changes Since the Most Recent Evaluation. A brief summary of important changes in purposes, programs, staffing, services, resources, facilities, organization, and governance.

8. Evaluation and Planning Activities Since the Most Recent Evaluation. A summary of the evaluation and planning projects in which the institution has been engaged, and the impact on the institution. Include any plans for changes in the next five years. Reference to supplemental documents where appropriate.

9. List of Supplemental Documents Available in Team Room. Documents available to the visiting evaluation team should include unedited reports on which the Self Study Report is based. Documents cited in the Self Study Report should be indexed for ease of reference by team members during the evaluation visit.

THE INTERIM REPORT

Reports are requested by the Commission for special purposes and may be followed by a limited visit. An interim report is not a comprehensive evaluation. The institution is asked to provide information and analysis regarding a concern(s) identified by the Commission. When the interim report is followed by a visit, the scope of the visit is broadly set by the concern(s) identified by the Commission and may include secondary areas that relate to the concern(s) of the Commission. In such instances, the report of the interim visiting team will be provided to the next team along with the report of the last comprehensive or fifth year visit. Collectively, the recommendations from both the interim visit and the comprehensive or fifth-year visit will form the body of recommendations for response at the next comprehensive or fifth year visit.

FORMAT AND CONTENT

Instructions on the content of an interim or progress report are contained in the letter to the institution requesting the report following the Commission's review of its accredited status. The report should be in narrative form with a covering letter signed by the chief executive officer. The covering letter should name the persons responsible for and the extent of participation in preparation, review and approval of the report. The Commission asks that all reports be presented to the governing board for approval prior to submission to the Commission office.

Submission of Reports

Three sets of the report are sent directly to the Commission office. If an interim visit is scheduled, a set is also sent directly to each team member.

SUBSTANTIVE CHANGE REPORTS

An institution planning a substantive change is asked to consult with the Commission through its Executive Director. The institution and the Commission may then take the steps necessary to assure an orderly transition consistent with the policies of the Commission. Substantive change may necessitate a report. If so, the format shall be in narrative form with a covering letter signed by the chief executive officer. The covering letter should name the persons responsible for the preparation, review and approval of the report.

Substantive change may involve a review of the accredited status of the institution by the Commission.

A substantive change in an accredited institution is defined as one which affects significantly the nature of the institution, its objectives and educational programs and the allocation of its resources. Substantive changes include, but are not limited to, the following: Changes in form of control of the institution; offering of programs at a more advanced level; a move to a new location, or establishment of major off-campus units; the initiation of external degree programs; significant departures from stated purposes and/or educational programs operative at the time of the most recent evaluation.

THE ANNUAL REPORT

The report form is distributed in early March with the annual fee statement. The Annual Report informs the Commission briefly about program additions and deletions, off-campus center operations, contract educational programs, and updates directory information.

Part II asks about current planning and evaluation and about progress in response to major recommendations of the most recent accreditation team visit. This section may be omitted if the institution has published a self study during the year.

REFERENCES

INSTITUTIONAL ASSESSMENT/SELF STUDY

General Information about Accreditation

1. Young, Kenneth E.; Chambers, Charles M.; Kells, H. R.; and Associates. Understanding Accreditation: Contemporary Perspectives on Issues and Practices in Evaluating Educational Quality. San Francisco, California: Jossey-Bass Publishers, 1983.

2. Bibliography on Postsecondary Accreditation. Washington, D.C.: Council on Postsecondary Accreditation (COPA), 1984.

3. "Educational Quality and Accreditation: A Call for Diversity, Continuity and Innovation," (COPA Editorial Advisory Panel, 1986).

Assessment and Self Study

4. Ewell, Peter T., editor. Assessing Educational Outcomes. San Francisco, California: Jossey-Bass Inc., Publishers, 1985.

5. Assessing Long Distance Learning Via Telecommunications Project ALLTEL: A Summary Report. Washington, D.C.: Council on Postsecondary Accreditation, 1985.

6. Assessment in American Higher Education. Washington, D.C.: Office of Educational Research and Improvement, U.S. Department of Education, 1986.

7. Simas, Robert J. Assessment System for the Evaluation of Learning Resources Programs in Community Colleges. Suisun City, California: Learning Resources Association of the California Community Colleges. P.O. Box 246, Suisun City, CA 94585, 1982.

8. Community and Junior College Libraries, Vol. 4, No. 1 Fall, 1985. New York: The Haworth Press, Inc.

9. Heeman, Warren, editor. Criteria for Evaluating Advancement Programs. Washington, D.C.: Council For Advancement and Support of Education, 1985.

10. Financial Self-Assessment: A Workbook for Colleges. Washington, D.C.: National Association of College and University Business Officers, 1980.

11. They Said it Couldn't be Done, California Student Services Program Review Project. Santa Ana, California: Rancho Santiago College, 1986.

12. Kells, H. R. Self Study Processes: A Guide for Postsecondary Institutions, 2nd Edition. New York, N.Y.: American Council on Education/MacMillan Publishing Company, 1983.

13. Assessment and Evaluation Instruments for Higher Education. College Board Educational Testing Service, Princeton, N.J.

14. Self Evaluation Initiatives: Guidelines for Colleges and Universities. Washington, D.C.: American Council on Education.

15. Bogart, Karen; Flagel, Judith; and Jung, Steven M. "Institutional Self Study Guide on Sex Equity for Postsecondary Educational Institutions." Project on the Status of and Education of Women, Association of American Colleges. Washington, D.C., 1981.

16. Dayton, Charles W. and Jung, Steven M. "Accreditation Agency Field Test of Institutional Self Study Form to Improve Student Consumer Protection." ERIC #ED164570.

17. "Self Study Guidelines and Criteria," Association of Governing Boards of Colleges and Universities. Washington, D.C.

APPENDIX A

SAMPLE CERTIFICATION

CERTIFICATION OF THE INSTITUTIONAL SELF STUDY REPORT

(To be Inserted in the Report)

Date _____

TO: ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES, WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

FROM: _____

Name of Institution

_____

Address

_____

This Institutional Self Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe the Self Study Report accurately reflects the nature and substance of this institution.

Signed _____

Name Chief Administrative Officer

_____

Name Chairperson, Governing Board

_____

Name Title Representing

_____

Name Title Representing

_____

Name Title Representing

_____

Name Title Representing

APPENDIX B

DOCUMENTATION FOR COMPREHENSIVE ACCREDITATION VISITS

(Candidacy, Accreditation, Reaffirmation of Accreditation)

SUPPORTING DOCUMENTS

A list of the supporting documents to be provided for use by the evaluation team should be included with the self study report. Those marked (X) should be included with the self study mailed to the team and the Commission office. Those marked (O) should be available in the on-campus team workroom during the visit. Others on the list are suggested, not required; institutions should add documents which will be useful to the team. There should be an index for ease of reference.

STANDARD ONE: GOALS AND OBJECTIVES

(O) 1. Inventories of staff, student, and community opinions regarding institutional objectives.

(O) 2. Institutional publications which contain goals and objectives.

(O) 3. Planning documents.

4. Studies that demonstrate the extent to which intended outcomes have been achieved.

STANDARD TWO: EDUCATIONAL PROGRAMS

1. Educational Master Plan.

(X) 2. College catalog.

(O) 3. Membership lists of curriculum-development bodies and advisory committee groups, with rules of procedure and recent minutes.

4. Samples of course outlines and syllabi.

(O) 5. Evaluation and student outcomes reports regarding educational quality for all programs.

(O) 6. Reports of any individual program accreditation visits in last five years, with documentation of resulting action.

7. Academic calendar, and any studies regarding its acceptance.

(X) 8. Current class schedules.

(O) 9. Grade distribution and course retention data.

(O) 10. Sample program brochures or flyers.

(O) 11. Agreements for contract programs.

STANDARD THREE: INSTITUTIONAL STAFF

(O) 1. Board policies.

(O) 2. Administrative procedures.

(O) 3. Handbooks for faculty, administrators, and support staff.

(O) 4. Collective bargaining agreements.

(O) 5. Constitutions of staff organizations.

6. Settlements, judgments, or consent decrees resulting from litigation and/or arbitrations affecting personnel policies and practices.

7. Higher Education Staff Information Report (EE06).

STANDARD FOUR: STUDENT SERVICES

(O) 1. Organization chart of student services.

(O) 2. Student handbook.

3. Student government constitution.

4. Student conduct code.

(O) 5. Student grievance procedures.

6. Student publications.

7. Recruitment materials.

8. Admission and registration materials

9. Student characteristics studies.

(O) 10. Follow-up studies of transfer and occupational students.

11. Special service publications.

STANDARD FIVE: COMMUNITY SERVICES

(O) 1. The master plan for community services development, including program objectives.

2. The past three-year budget history displayed in a comparative manner.

3. Advisory committees and their activities.

(O) 4. For California community colleges, institutional reports on community services required of California community colleges under provisions of SB 1644 and the voluntary reports requested by the Chancellor's Office by authority of sections 71064 and 71069 of the Education Code.

(O) 5. Community surveys.

(O) 6. Annual reports.

STANDARD SIX: LEARNING RESOURCES

1. Printed leaflets or brochures that describe the learning resource facilities, hours and services.

2. Information on staff such as the number of professionally trained personnel, number of support staff, full-time equivalents of student workers, and how the time of each group is divided between administrative, technical, and public activities.

3. Information on learning resource utilization.

(O) 4. Budget information for the past three years.

5. Collection development plan.

STANDARD SEVEN: PHYSICAL RESOURCES

(O) 1. Campus master plan and maps.

2. Equipment replacement schedules.

3. Space utilization studies.

4. Planning committee minutes.

5. Materials describing off-campus facilities.

6. Deferred maintenance schedules.

STANDARD EIGHT: FINANCIAL RESOURCES

(O) 1. Current fiscal year budget. (Note: If the institution has prepared its budget in program format this can be more helpful than the required object format and should be made available.)

2. Adopted budgets for the immediate past three years.

(O) 3. The annual audit for the immediate past year prepared by an independent auditing firm.

4. Year-ending fiscal reports for the immediate past three years.

5. A copy of Fiscal Data Abstract prepared by the State Chancellor's Office for the immediate past year (California Community Colleges only).

6. Statement of present indebtedness, with projections for the future relating to principal and interest requirements for each year.

7. Endowment for the past five years, including both book value and market value.

STANDARD NINE: GOVERNANCE AND ADMINISTRATION

1. Board policy manual.

(O) 2. Examples of board agendas and minutes of meetings.

3. Faculty manual and handbook for supporting staff.

(O) 4. Administrative manual and job descriptions.

5. Salary schedules.

6. Descriptions of staff renewal programs.

(X) 7. Organization charts for institutional administration.

8. Constitutions of faculty senate and other staff and student organizations.

(O) 9. Master contracts with employee bargaining units.

10. Description of institutional committee structure and methods of membership selection.

STANDARD TEN: DISTRICT OR SYSTEM RELATIONSHIPS

(O) 1. Board agendas and minutes.

(O) 2. Board policy manual.

(O) 3. Organization charts.

4. Procedure manuals.

(O) 5. Public information materials.

(O) 6. Minutes of system coordination meetings.

(O) 7. System budgets and financial reports.

(O) 8. System planning documents.

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